



Montana Office  
of Public Instruction  
Special Education Office

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**C**omprehensive  
**S**ystem  
of  
**P**ersonnel  
**D**evelopment

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CSPD Stakeholder Manual

1993 – 2016

*“Keeping the Main Thing  
the Main Thing”*

*Children with Disabilities*



# Montana

Comprehensive System of Personnel Development (CSPD)

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## CSPD STAKEHOLDER ORIENTATION MANUAL

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# INTRODUCTION AND OVERVIEW OF CSPD IN MONTANA

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“SOMEONE IS SITTING IN THE SHADE  
TODAY BECAUSE SOMEONE  
PLANTED A TREE A LONG TIME AGO.”

-WARREN BUFFET



# INTRODUCTION TO THE CSPD STAKEHOLDER MANUAL

The Montana Office of Public Instruction, Special Education Office would like to express appreciation for your willingness to volunteer as a stakeholder member in Montana CSPD. Your participation will lead to positive results for programs and services provided to infants, toddlers, children and youth with disabilities in Montana schools.

The purpose of this manual is to provide information for CSPD stakeholders regarding the Montana Comprehensive System of Personnel Development (CSPD) process and the connection to national CSPD efforts. These materials are also intended to acquaint new members with their roles and responsibilities as a CSPD State/regional council member.

The key variables of Montana CSPD are collaboration, trust, and partnerships. As a member, you will work closely with educators, parents, and other stakeholders throughout the State and CSPD regions to implement the CSPD strategic plan and other activities developed by the CSPD Council.

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*“Coming Together is a Beginning  
Keeping Together is Progress  
Working Together is Success.”  
Henry Ford*

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The materials in this manual will provide a foundation of Montana CSPD history as well as how CSPD works in Montana. The ultimate purpose for CSPD is to improve the skills of teachers, administrators, paraeducators, and related service staff in order to improve results for infants, toddlers, children, and youth with disabilities.

If you have any questions regarding the materials, please contact your regional or State CSPD representatives.

# OVERVIEW:

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The federal special education law has required each State to have a Comprehensive Systems of Personnel Development (CSPD) since 1975. Each State must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring that they are trained to do their work, and it guards against serious personnel shortages. The IDEA amendments of 2004 (P.L. 108-446) included an increased emphasis on improving school staff and parent skills. State Personnel Development Grants (SPDG) are offered on a competition basis for States. Montana has received several SPDG grants; the additional fiscal resources will greatly enhance Montana's capacity to provide inservice and technical assistance. It is important to make a connection between CSPD and data from the Annual Performance Report (APR) and State Systemic Improvement Plan (SSIP). This data, in part, should help determine training and professional development in Montana. Determining professional development based upon data is an important process of Montana CSPD.

CSPD is a process and system that includes preservice, inservice, and technical assistance for parents, general education teachers, special education staff, administrators, and other service providers, the end result being better programs and services for children with disabilities. This is accomplished by collaborating with all stakeholders, disseminating best practices, and evaluating CSPD activities.

The CSPD system is a sum of the parts. The following is a brief description of critical CSPD components, which each stakeholder should know and understand.



### PRESERVICE

**Preservice** is the preparation of certified and non-certified staff for employment as administrators, teachers, and related service providers for children with disabilities. Institutions of higher education are given the responsibility to prepare future educators with adequate skills, leading to quality services. CSPD will collaborate with higher education to strengthen educational training programs and help ensure quality staff. CSPD should be involved with certification issues and assuring collaboration between the various institutions of higher learning.

Montana CSPD includes the Higher Education Consortium (HEC), where faculty members from all Montana teacher training programs meet twice each year to discuss critical issues, enhancing their programs.



### IDENTIFYING TRAINING NEEDS

The CSPD Council develops a system to evaluate CSPD components, activities, and projects; and ensures that each CSPD component includes collaboration. To the maximum extent possible, training and professional development are based on and tied to data from the Annual Performance Report, including the State Systemic Improvement Plan.



## INSERVICE

The State and regional CSPD Councils and school districts provide relevant training for school staff, stakeholders and parents that improve skills in serving children with disabilities. **Inservice** is usually based upon data received from the Annual Performance Report and requirements that arise from the IEP process. The State Systemic Improvement Plan (SSIP) is also a rich resource for data. The CSPD Council helps support and organize relevant inservice training throughout the State.

## TECHNICAL ASSISTANCE

The State CSPD Council has identified trainers and **technical assistance** providers for a wide variety of critical special education issues, including transition, IEP development, working with children with behavioral difficulties, and inclusion. The end result will be quality education and services for children with disabilities. The CSPD Council is sensitive to the changing technical assistance needs of school districts and CSPD regions.

## COLLABORATION

**Collaboration** involves partnerships and sharing resources and information, setting common goals, and working together. Collaboration is the glue that holds the other CSPD components together. The main objective of CSPD is to offer opportunities for members of the educational community, parents, and other stakeholders to work together for a common cause, namely, improving services for children with disabilities. The CSPD Council is made up of a broad number of stakeholders, including parents. Council meetings and activities offer the opportunity for CSPD stakeholders to communicate and collaborate with each other.

## DISSEMINATION

CSPD involves the **dissemination** of research-based educational and behavioral practices and other information for service providers of children with disabilities. Promising practices are shared with educators and parents throughout the state and organizations to discuss and disseminate materials at quarterly council meetings and at the annual CSPD Partnership meeting.

## EVALUATION

All CSPD activities are **evaluated** regarding their outcomes and impact to programs for children with disabilities. Evaluation helps determine if CSPD activities are making a real difference. Each section of the CSPD strategic plan should have an evaluation component. Evaluation results should be used as part of the decision-making process. The CSPD Council uses data to make decisions to improve the system.

## RECRUITMENT - RETENTION

There are frequent shortages of qualified special education personnel and related service staff, especially in rural areas. Planning and collaboration should occur at the State, regional, and school district levels to **recruit** adequate staff that will serve the needs of children with disabilities. Strategies need to be implemented that promote **retaining** qualified staff members.

# Montana's Comprehensive System of Personnel Development (CSPD)

## *Frequently Asked Questions (FAQs)*

### **1. *Is there legal authority for the existence of CSPD?***

Yes. When the original Education of the Handicapped Act (EHA), PL 94-142, was passed in 1975, it required all states to develop a comprehensive system of personnel development to ensure that all educational personnel are adequately trained and receive continuing education for the work they do, as well as guard against personnel shortages. The Individuals with Disabilities Education Act (IDEA) continues to support the use of professional development to build capacity.

In Montana, the state legislature created an administrative rule in 1993 that supported the concept of CSPD in Montana, recognizing the value and need for ongoing professional development in the state as critical to providing quality personnel in order to meet the needs of students with disabilities. Montana's administrative rule for CSPD, ARM 10.16.3135, is the only one of its kind in the country.

### **2. *When were the current state council and regional structures created?***

In 1990, then State Director of Special Education Bob Runkel asked Susan Bailey-Anderson to lead the Office of Public Instruction's effort to create a CSPD for Montana. A state council was created, and those council members attended the National Institute for CSPD Collaboration to develop a vision and mission for Montana's CSPD. The State CSPD has by-laws that outline the essential operating procedures.

In 1993 that vision was expanded to include the concept of regional CSPD councils, each with a chairperson who would participate on the state council and work to provide professional development to address local needs identified within the state's 5 CSPD regions.

### **3. *What are the critical components of the CSPD process in Montana?***

The Montana CSPD system is a sum of its parts. The critical components include:

- Pre-service: preparation of certified and noncertified staff—such as administrators, teachers, related service providers, and paraprofessionals—to meet the needs of students with disabilities.
- Identifying training needs: with the current focus on results driven accountability, CSPD professional development is tied to data from Montana's Annual Performance Report (APR) and the State Systemic Improvement Plan (SSIP).
- In-service: also based on data from the APR, state and regional councils provide relevant training for individuals who are working to serve children with disabilities.



- Technical assistance: the provision of supports on a number of critical special education issues such as transition, IEP development, autism, and working with students with emotional and behavioral challenges.
- Collaboration: involves the sharing of resources between stakeholders who share the common goal of improving services for children with disabilities.
- Dissemination: sharing research-based educational and behavioral practices with individuals and organizations that provide services to children with disabilities.
- Evaluation: all CSPD activities are evaluated with regard to their outcomes and impact on programs that serve children with disabilities. Evaluation informs each component of the CSPD process.
- Recruitment and retention: collaboration at all levels of the system develops strategies to recruit and retain quality personnel to serve children with disabilities, with special focus on the rural areas of Montana.

**4. *How do individuals become stakeholders on the state and regional CSPD councils?***

The by-laws for the MT CSPD state that council membership is limited to those individuals whose purpose is to further preservice and inservice education for professional educators in Montana, as outlined in IDEA. Individuals from all levels of the system in Montana—including institutions of higher learning, professional organizations, parents, professionals in the field, and the Office of Public Instruction—are nominated, where applicable, by their organization to serve on state and regional councils. Any adult resident of the state of Montana is eligible to participate, provided they are recommended by an existing council member to the council’s Executive Committee.

**5. *What are the responsibilities and expectations of being a stakeholder on the CSPD council?***

CSPD stakeholders commit to a number of responsibilities as council members. In addition to attending state/regional council meetings, stakeholders are expected to familiarize themselves with IDEA and Montana special education regulations, promote the vision of the Montana CSPD, represent their particular stakeholder group by voicing their concerns and sharing information from council proceedings, assist in the development of state and regional planning efforts for CSPD activities, and help set the direction for the state’s activities in support of the mission of CSPD.

**6. *How are regional CSPD councils funded to provide professional development within their local areas?***

Regional CSPD councils are funded through the Office of Public Instruction, Division of Special Education, with the use of discretionary funds from the federal government that support the work of states in implementing IDEA. Personnel development is a key provision of IDEA.

**7. *What sort of projects has CSPD been involved with over the years that may be recognized by educators across the state?***

CSPD's impact has been far reaching. In addition to providing stakeholder input to state-level planning efforts for improvement outlined in the SSIP, CSPD has played key roles in projects such as:

- The Montana Behavioral Initiative (MBI);
- The Paraprofessional Consortium;
- The Special Education Endorsement Project;
- Speech and school psychology traineeships;
- The Montana Higher Education Consortium (MT HEC);
- The Early Childhood Partnership for Professional Development (ECPPD);
- The Transition Outcomes Project;
- The Montana Youth Leadership Forum (MYLF); and
- Mentoring teachers and administrators.

This list is by no means complete; however, it does represent a sampling of CSPD efforts at various levels across the state.

**8. *Does CSPD address the needs of general educators across Montana?***

Yes. In fact, the majority of education professionals who attend MT CSPD-sponsored training events, whether they are at the state or regional level, come from the ranks of general education professionals. Partnership between general and special educators is critical to meeting the needs of students with disabilities.

**9. *How do state and regional CSPD councils identify their training priorities?***

While a statewide needs assessment used to be employed for the purpose of identifying training priorities, the state and regional councils now collaborate to support the priorities identified through data included in the state's APR on critical compliance and performance indicators that measure how the IDEA is being implemented, as well as how students with disabilities are performing across the state. Drilldown of this statewide data identifies those areas that become priorities for CSPD activities, which support the goals and strategies identified in the SSIP.

**10. *What do I do if I know someone who I think would be a wonderful stakeholder for the Montana CSPD state or regional council?***

Promote the mission and vision of CSPD to them; share your passion with them and let them know how they may become involved in this process; recommend them as a stakeholder to a regional or state CSPD council. Celebrate diversity, as the strength of the CSPD system lies in the stakeholders who represent all corners of Montana and students with disabilities across our state.

**11. *Who is the Queen of CSPD?*** Susan Bailey-Anderson.



# WHAT IS THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT?

## AN INTERVIEW WITH KARL MURRAY, DIRECTOR OF THE NATIONAL INSTITUTE FOR CSPD COLLABORATION (1993)

### **What is CSPD?**

Special education law has required States to have Comprehensive Systems of Personnel Development (CSPD) since 1975. Each State must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring they are trained to do their work, and guards against serious personnel shortages.

### **Why was the National Institute for CSPD Collaboration needed?**

Since 1990, the National Institute for CSPD Collaboration at the CEC has provided technical assistance to States, organizing and maintaining their staff preparation and development efforts through strategic planning.

Most States had extensive personnel development activities, but few had a comprehensive system that addressed all the parts of a CSPD. Many States lack communication between the State Education Agency (SEA), the local educational agency, and colleges and universities concerning the skills that teachers and related services providers need. This is particularly true with respect to changing demographics and issues such as drugs, violence, and other problems teachers face daily.

By establishing State leadership committees for CSPD, we hope to encourage colleges and universities to conduct more field-based research in schools, and to use that information to guide them in determining what to teach. Also, because many colleges train general and special educators in separate programs, new teachers may have trouble adjusting to a more inclusive school environment.

When planning within States, we found many local districts would rather emphasize inservice training than work with colleges and universities to change preservice programs. While we all need continuous inservice training to stay up-to-date, preservice education is where we should acquire the skills to do our jobs. SEA's colleges, universities, and local districts need to create and maintain collaborative partnerships in teacher training.

CSPD involves university training, inservice education, parent training, and related services. The Institute helps States create collaborative partnerships of ALL groups in a State that are involved in teaching and providing educational services.



### **What groups constitute the audiences for your training?**

Most of the teams involve 10 to 15 people, including the State director of special education or the assistant State director, the CSPD coordinator for Part B (State grants) and Part H (early childhood), a representative from university training programs, and a school administrator who has special education classes on campus. Other attendees include parents, vocational rehabilitation representatives, and preservice teacher trainers.

### **Why does the training focus on strategic planning?**

Strategic planning involves developing a vision statement to guide change; scanning the environment to see what influences can be expected to affect the outcomes of the change process; assessing problems and opportunities; and developing goals, objectives, and strategies. The institute also helps States develop a multi-year implementation plan and interim work plan.

Strategic planning differs from long-range planning in that it brings additional information to the process. We develop a vision of what the future will look like and where the State wants to take its personnel development efforts. Strategic planning requires that all stakeholders be at the table, and it requires prioritizing goals and objectives. Strategic planning also involves monitoring, evaluation, and revision of the plan. When people use long-range planning, they often skip the monitoring and evaluation and scrap the original plan to develop a new one. Strategic planning provides an opportunity to celebrate accomplishments and review priorities.

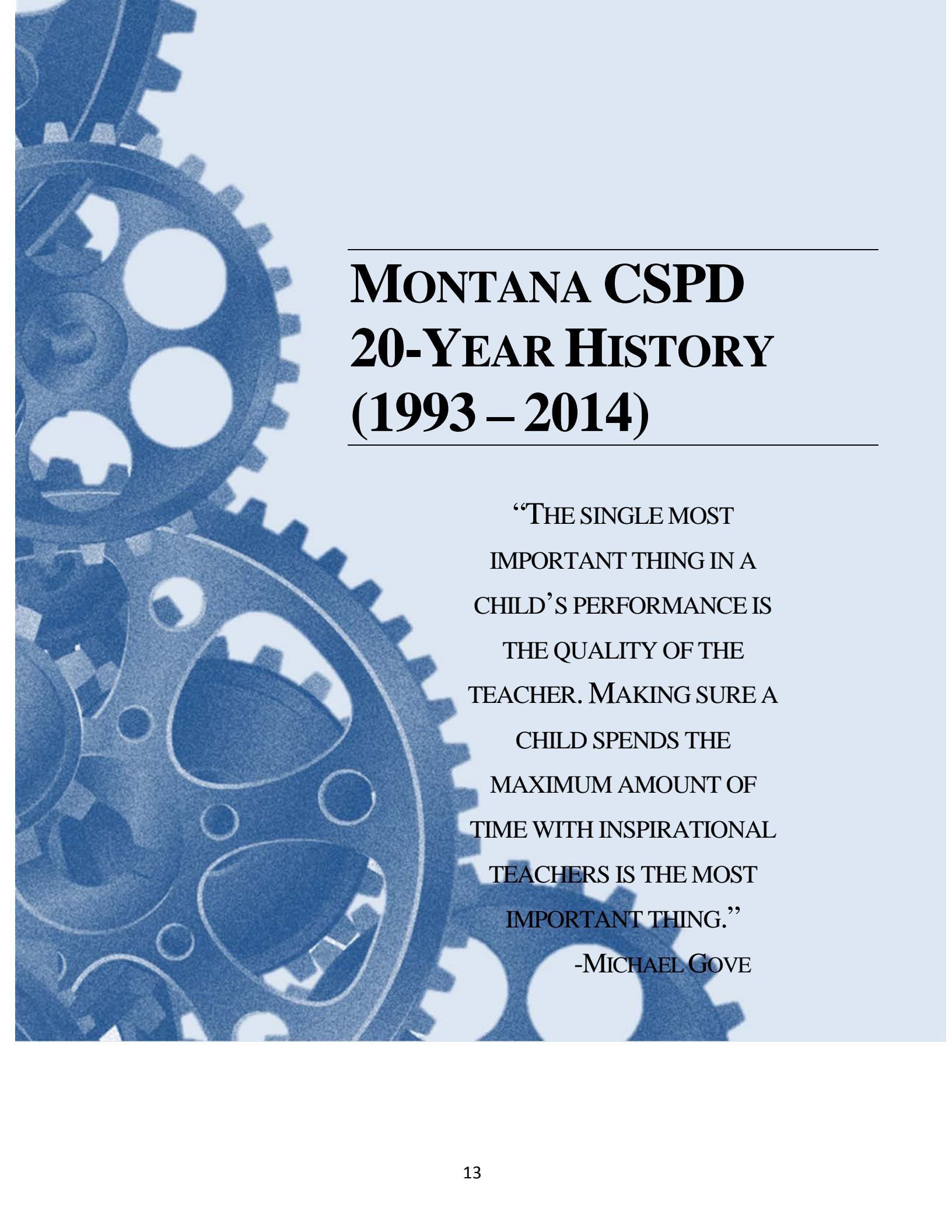
A strategic plan belongs to all stakeholders—if it is criticized, you find out how to fix it. It can take a while to develop a vision that everyone can live with. Teams come to a consensus and share the ownership of the plan with others.

### **What has the Institute accomplished in the 5 years it has been in operation?**

We have provided CSPD training to 40 States and 4 territories, and have trained another 10-15 States in planning for Part H CSPD. We have worked with the Bureau of Indian Affairs and the Navajo Nation. Additionally, we have run joint partnership seminars in 40 States with the American Occupational Therapy Association to promote collaboration between occupational therapists and CSPD planners.

### **What do you think of the CSPD provisions?**

CSPD was the most significant part of PL 94–142. The regulations called for sweeping changes in how we collaborate for professional development. However, these changes were not specifically funded and did not receive the national and State leadership required to be successful. In order for CSPD to work, the federal government must fund State plans for personnel development based on collaborative partnerships, not competition.



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# **MONTANA CSPD 20-YEAR HISTORY (1993 – 2014)**

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“THE SINGLE MOST  
IMPORTANT THING IN A  
CHILD’S PERFORMANCE IS  
THE QUALITY OF THE  
TEACHER. MAKING SURE A  
CHILD SPENDS THE  
MAXIMUM AMOUNT OF  
TIME WITH INSPIRATIONAL  
TEACHERS IS THE MOST  
IMPORTANT THING.”

-MICHAEL GOVE

# Montana Office of Public Instruction

## Special Education Office



### *Montana Comprehensive System of Personnel Development (CSPD)*

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## **The History of CSPD in Montana 1993 to 2015**



**THE VISION TO SEE THE WAY FORWARD**

## Prologue

When I first arrived in Montana in 1980, seeking a position as a special education teacher, I was filled with such excitement! Here I was, in this place that filled my senses in ways I had never before experienced in my young life. I was energized to continue my fledgling career in a place that had immediately captured my soul when I first crossed the border one summer day into Big Sky Country.

Like most that came to Montana from elsewhere, I was captivated by her grandeur. The vast expanse of eastern Montana gave way to mountain ranges that I now see in my mind's eye as clearly as the back of my hand. The sheer scale of this landscape was unlike anything I had ever seen before. Inspiration was everywhere.

I had begun my teaching career in special education in the inner city, and by the time I was starting my third year of teaching I was working in schools in Montana that had as many students as there were kids in my neighborhood growing up. I was immediately struck by the “family” I gained in these places, where every teacher knew every student, and vice-versa. I was a world away from where I grew up, but it also seemed like home.

My career evolved, and I purposefully moved down the trail of special education administration. My graduate program was completed in the place of my birth, but, soon afterward, my family and I found our way back to the big sky. This trail proved to be one with many challenges, often unable to be seen from the approach, but brought with it enough rewards to fill a heart. I spent many days traveling to small, rural schools, always observant along the way for the golden eagle or the bounding white tail, and upon arrival would quickly welcome an eager young reader to my lap to impress me with their latest conquests. What teaching had taught me, my work as a special education administrator in Montana reinforced. Just as one should not venture into the backcountry alone, I learned the value of collaboration, and soon came to understand that there were no challenges too great, provided they were shared.

I became a part of the CSPD “movement” as it regionalized in Montana, generating new relationships in my own “neck of the woods” while having the opportunity to network with professionals from across Montana that shared a common purpose, improving the outcomes for students with disabilities through professional development. If anything, my first few years of teaching taught me that I had a great deal to learn. Oddly enough, that feeling has never escaped me. I owe a great deal to Montana CSPD for what the relationships there taught me, inspired in me. I hope that, in some small way, my effort here at capturing the history of Montana CSPD allows me to “pay it forward” somewhat. I refer to Montana CSPD as a “movement” because a movement is always bigger than any individual. While many individuals have made significant, wonderful contributions to the accomplishments of CSPD over the years, what we did, and what CSPD continues to do, remains all about the kids.

***William Johnson, Montana State CSPD Chair, 1997–99***



# THE HISTORY OF MONTANA’S CSPD

## The Origins of CSPD Nationally

When the original Education of the Handicapped Act (EHA) was passed into law back in 1975, it contained a provision requiring States to have Comprehensive Systems of Personnel Development (CSPD). In crafting this landmark legislation, the authors recognized that in order for students with disabilities to receive what was being guaranteed by law—namely a “free and appropriate public education”(FAPE)—there must be language that ensured all education personnel who work with students with disabilities would have access to quality professional development. Thus, CSPD was born to ensure that all education personnel and other stakeholders would be adequately prepared and receive the necessary information, in-service, and training to make the provision of FAPE a reality for every child with a disability.

Over the years, a number of reauthorizations (nine, to be exact) of the law occurred, and in 1990 it was renamed the Individuals with Disabilities Education Act (IDEA). While the name may have changed, the provision requiring States to provide a comprehensive system of personnel development remained intact. CSPD has been a key mechanism for states, becoming the vehicle to build the necessary capacity to meet the needs of students with disabilities. Over time, we have seen wonderful innovations in research and evidence-based practices, focused on improving outcomes for students with disabilities, as well as changes in the regulations that guide us in implementing the law. Professional development has been the key to allow states and districts to build the necessary capacity for disseminating these developments, and for special education to continue to evolve and improve services for children and youth with disabilities.

When IDEA was reauthorized in 1997, the language “comprehensive system” was dropped from the law, leaving “professional development.” However, by this time, visionary leaders in Montana had created and implemented a true “comprehensive system of personnel development.” Montana became one of the few states to retain the language, emphasizing the belief in the value of Montana’s “comprehensive system” that was born in the early 90s, and had gained national recognition as a model for other states’ efforts to build capacity through professional development.

## The Birth of Montana CSPD

*Leadership and learning are indispensable to each other.* — John F. Kennedy

*The visionary starts with a clean sheet of paper and reimagines the world.* — Malcolm Gladwell

Without leadership, where would we be? Isn’t it always necessary for someone to take the reins to get the wagon to its destination? Every bus needs a driver, and Montana was fortunate to have some excellent drivers who began the road to where CSPD is today!

In 1990, Bob Runkel, then director of special education for the Montana Office of Public Instruction (OPI), posed a question to a member of his staff, Susan Bailey-Anderson. Bob asked Susan if she would be willing to lead Montana's effort to build a CSPD. It is easy for me to imagine Susan responding enthusiastically, "Yes, I would love to!" followed by, "So tell me Bob, what is CSPD?" While I can't claim that is an accurate version of the conversation, the important thing is that one visionary leader shared his vision with another visionary leader of what was necessary to move Montana forward in providing the best possible services for students with disabilities in every town and one-room schoolhouse across the state.

Over the years, Susan has always demonstrated her willingness to take on a new challenge, provided it was for the right cause. Creating a CSPD would potentially benefit all students and educators across the state. She embraced the cause, and moved forward in the manner that many who have worked with her over the years recognize as a core value of hers: she began enlisting key collaborators.

Over the next couple of years, Susan learned about CSPD, most notably through her attendance at national CSPD events, where she became acquainted with Karl Murray, then director of the National Institute for CSPD Collaboration. Their meeting has been described as "like at first sight," and Karl would become a mentor to Susan, as well as a central influence on what would become CSPD in Montana. Mike Jacupcak, a professor of special education at the University of Montana, would serve as the first state council chair and, together with Susan, would help to lead Montana CSPD toward its present form.

Sometime in the spring of 1993, Bob Runkel and John Copenhaver—then director of the Mountain Plains Regional Resource Center and a former special education teacher and administrator in Kalispell, Montana—met at Susan's house in Helena to discuss an idea. Over the years, John has been an indispensable resource to Montana CSPD. Their discussion revolved around the concept of the "regionalization" of CSPD. A State CSPD team had been established, but the collective vision of this group was to find a way to bring a CSPD to all corners of Montana. Together they envisioned a "regional CSPD" concept that would divide Montana into 5 regions, each with its own CSPD council, empowered by funding from the OPI to create and pursue a more "grassroots" training agenda. Each regional council would have a chair that would participate on the State CSPD Council and keep the regions connected and interacting with the State Council. The regionalization concept sought to bring necessary professional development to specific regions, based on what professionals in those regions identified as their most pressing needs to improve services for students with disabilities. It would encourage regions to collaborate on specific needs, and it all seemed to make perfect sense—it was empowering to the regions and the movement was soon to gain momentum.

In addition, 1993 saw the Montana legislature getting behind the concept of CSPD by adding it to administrative rule in the State. CSPD, while gaining traction as a movement with a plan to reach all corners of a state as vast as Montana, was now the law. Those legislators made a statement regarding the value of professional development for improving educational outcomes for students with disabilities in Montana, contributing to the unique system that Montana CSPD would become.

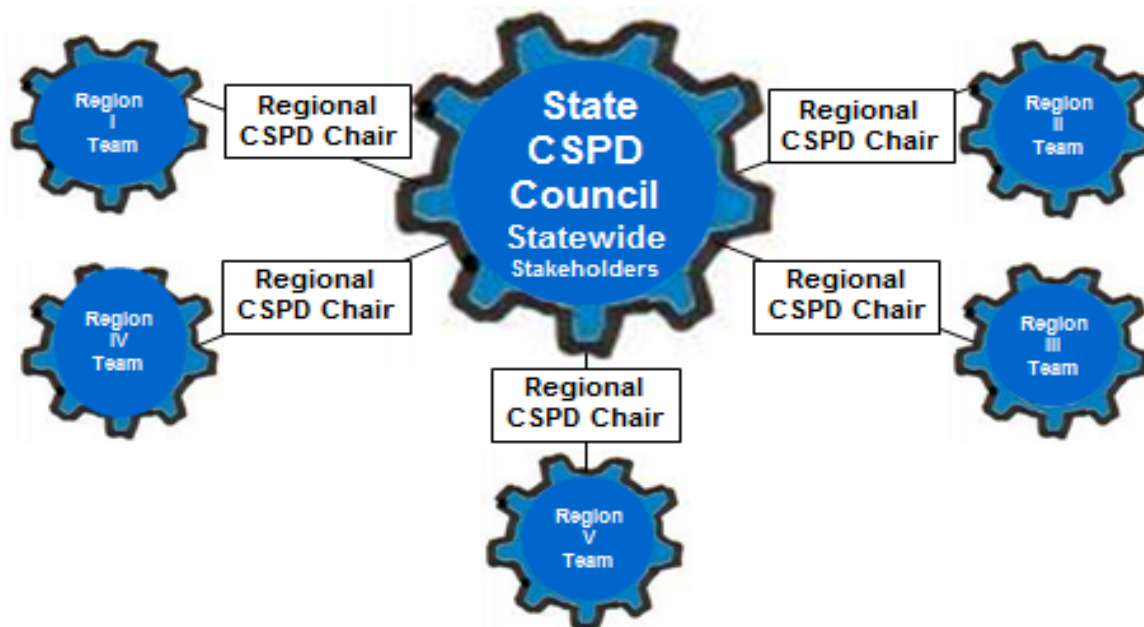
## The Regionalization of CSPD

In the fall of 1993, teams from across the newly established CSPD regions of Montana converged in Helena to begin the process of operationalizing the concept that was still in its infancy. Those days in Helena would form the foundation of Montana CSPD, creating the identities of the regional councils and empowering them with an understanding of their mission, while leaving indelible impressions on the participants of the “relationship building experiences” that have long been a staple of Montana CSPD.

Susan, who has always recognized that getting the right people on the bus in the right seats at the right time is the first phase of launching a movement, assembled a team who would attend a national CSPD strategic planning event in Reston, Virginia (outside of Washington, D.C.) that would mark the beginning of the development of a strategic plan for Montana. Karl Murray would lead the formation of this group and the strategic planning process over the course of two and a half days in December, 1993. The key players at this time included Susan Bailey-Anderson, Bob Runkel, Mike Jacupcak, Kathleen Nerison, Kelly Evans, and John Copenhaver. This team emerged from the strategic planning process with Karl equipped to lead Montana CSPD into the future.

Regionalization established 5 CSPD regions across the state, each with its own Regional Council, led by a regional chair. The following diagram depicts the relationship of the State Council to the Regional Councils, who were connected to local LEAs through representation at the regional level.

### Relationship of Statewide CSPD Councils, Regional CSPD and LEAs



In 1993, Montana developed a State Improvement Grant (SIG), which included the concept of the regional CSPD councils as a professional development strategy. The grant was funded, and the regional councils received their first allocations for use in pursuing their local professional development agendas, a total of \$5,000. Regionalization would prove to have a multiplying effect on personnel development across the state, as regions collaborated in their use of funds to address shared needs. In addition, these collaborations expanded partnerships across Montana.

In the years that followed, the SIG gave way to the State Personnel Development Grants (SPDG) and Regional Councils saw their funding levels increase from \$5,000 to the current level (2013) of \$100,000. The Regional Councils have become the vehicle for the implementation of Montana's professional development initiatives, and have been very effective in this regard. The relationship of the Regional Councils to the State Council to the State improvement planning process has become a key element in what is truly a "comprehensive" system in Montana. Consider this quote from Karl Murray, Montana CSPD's longtime friend, mentor, and guru:

"During my career, I have had the opportunity to work with most states in the area of CSPD. Most states do not have a "system" of professional development. The SIG affords states the opportunity to take CSPD one step further and create/implement a true system of professional development. In order to accomplish this task, I believe it is imperative that you have one system, not two (i.e., a CSPD committee working separately from the SIG efforts)."

Karl saw the development of such a system in Montana, resulting from visionary leadership and a supportive OPI.

Regional Council chairs have become regular participants at State CSPD Council meetings, and over the years have been key stakeholders in informing the State Council of the professional development needs across Montana. Each region has expanded their operation to include a regional coordinator, who manages the growing activities of Montana CSPD. The influence of regionalization on the development of numerous professional development initiatives in Montana cannot be underestimated.

## **Montana's State CSPD Council**

*Coming together is a beginning; keeping together is progress; working together is success. – Henry Ford*

From the very beginning, the Montana CSPD State Council has sought to bring together key stakeholders from across Montana who represent all constituencies in the education of children and youth with disabilities. These stakeholder constituencies include, but are not limited to:

- American Indian Educators
- Certification Standards and Practices and Advisory Council
- Early Intervention/Part C
- Educational Service Providers
- Families/Parents
- General Education



- Institutions of Higher Education
- Mental Health
- Montana Rural Education
- Center for Technical Assistance for Excellence in Special Education (TAESE)
- Paraeducators
- Professional/Advocacy Organizations
- Related Services Personnel
- School Improvement Division
- Special Education
- State Advisory Panel on Special Education
- State Agencies
- Title I
- Vocational Rehabilitation

As a regular function of its annual strategic planning review process, the Montana State CSPD Council is always examining who is at the table, in order to ensure that the key constituencies in the education of children and youth with disabilities are at the table and have a voice in the conversation. This event is an integral part of Montana CSPD's culture, and has occurred in a variety of venues across Montana, from the rural bed and breakfast in the Helena valley, to the Sacajawea Inn in Three Forks, or even Buck's T4 Motel in Big Sky. As always, an important element in the strategic planning review is the opportunity to build relationships and understanding between members of stakeholder groups, who previously may not have had such a forum. The council members were always bound by a common vision and goal, and that was the secret to their productivity. As a result of the annual review, CSPD has remained fluid and flexible in a changing educational environment.

## **The Critical Components of Montana's CSPD**

*Alone we can do little, together we can do so much. — Helen Keller*

The “cogs,” or critical components of Montana's CSPD, have become symbolic over the years, with each moving part impacting another; all are equally important to the smooth and well-tuned operation that is characteristic of this CSPD. The cogs have represented Montana CSPD since the early days of regionalization, and have been an enduring symbol over the years. Many who know of Montana CSPD are reminded of it whenever they see the graphic, which has come to be synonymous with Montana CSPD.

The cogs, while representative of the critical components of Montana CSPD, also embody the values of the system. Each component plays a role in the mission to improve services and outcomes for children and youth with disabilities. Over the years, Montana CSPD has built its capacity in the critical components of the cogs, and has demonstrated a unique ability to move its machinery to address challenges that have appeared on the vast educational landscape of Montana.

Following the CSPD Critical Components graphic are brief descriptions of each, adapted from the Montana CSPD website, located at [http://www.opi.mt.gov/Programs/CSPD/#gpm1\\_1](http://www.opi.mt.gov/Programs/CSPD/#gpm1_1).



**Preservice** — This includes the preparation of staff at all levels of the system to meet the needs of students with disabilities. This responsibility falls on institutions of higher education, preparing individuals with the skills necessary for employment. CSPD maintains ongoing collaboration with institutions of higher education (e.g., the Montana Higher Education Consortium) to help strengthen their efforts to produce quality staff, and is active in certification issues, seeking to ensure collaboration between institutions.



**Needs Assessment** — On an annual basis, CSPD reviews available statewide and regional needs assessments and the state performance plan to identify training needs. It includes the evaluation of activities and projects in order to ensure that collaboration is occurring. The State Performance Plan (SPP) process, Annual Performance Report (APR), and—most recently—the State Systemic Improvement Plan (SSIP) becomes the catalyst for determining in-service training and technical assistance priorities.



**Inservice** — State and Regional CSPD Councils work with LEAs to provide the needed training for staff and parents in order to improve skills in meeting the needs of students with

disabilities. Driven by needs assessment and IEP process requirements, inservice is constantly evolving to meet current demands in special education.



**Technical Assistance** — CSPD develops trainers and technical assistance providers who are available statewide to address issues of interest in special education, ranging from transition, IEP development, and the inclusion of students with disabilities in the general education environment. CSPD recognizes that technical assistance needs are always changing and may have regional considerations.



**Collaboration** — This is the glue that holds the system together. CSPD values the sharing of information and resources, the setting of common goals, and the belief in what can be done when parties work together. A core value of CSPD, collaboration seeks to bring all members of the educational community together for a common cause: improving services for students with disabilities.



**Dissemination** — CSPD is involved in the dissemination of research-based practices that improve academic and behavioral outcomes for students with disabilities. CSPD shares such practices statewide, and provides the opportunity for individuals and organizations to share important findings at council meetings.



**Evaluation** — This assures that all CSPD activities will be evaluated for their outcome and impact on programs that serve students with disabilities. Each section of the Montana CSPD strategic plan will include an evaluation component, and the results of these evaluations will become part of the decision making process.



**Recruitment/Retention** — In recognition of the frequent shortage of qualified special education personnel that exists in the field, most notably in rural areas, CSPD advocates for planning and collaboration at the state, regional, and district level in order to ensure the availability of qualified staff to meet the needs of students with disabilities, in addition to promoting strategies to retain such staff.

Since regionalization took place, the State CSPD Council has nominated a new chairperson every two years. Many of these folks rose from the ranks of Regional Councils, bringing leadership for local needs to the conversation at the state level. All shared at least one thing in common: a passion for the CSPD movement and improving outcomes for students with disabilities across Montana. They remain connected to something that was always larger than any individual, and recognize that the relationships they built through their involvement with CSPD were central to their collective ability to get things done. The feeling grew that, no matter the challenge in schools across the state, CSPD could handle it. And, of course, Susan Bailey-

Anderson was always at the center, confidently ensuring that CSPD could be the vehicle to bring about the needed change. The State Council was empowered to address statewide issues through its regional outreach, and the regions were eager to see that the many initiatives reached those who needed the skill development.



## State Council Chairpersons (1993—2014)

The following are key CSPD leaders that have led the way since 1993:

- Mike Jakupcak
- Linda Roundy
- Kelly Evans
- Sue Forest
- Bill Johnson
- Marsha Sampson
- Kathleen Nerison
- Susan Johnson
- Bill Woodford
- Paula Schultz
- Nancy Marks
- Karen Pickart

## Notable Accomplishments of Montana CSPD Since 1993

*A life is not important except in the impact that it has on others. – Jackie Robinson*

*Education is the key to success in life, and teachers make a lasting impact in the lives of their students. – Solomon Ortiz*

It is truly remarkable to consider the accomplishments of Montana CSPD over the years. The impacts of these many projects, programs, and initiatives have touched numerous professionals across Montana, who have multiplied that impact many times over in services to students with disabilities. As you read over these projects and collaborations, consider their impact across the state for students with disabilities.

CSPD Projects...Past and Present	
CSPD State Council (Strategic Plan)	Regional CSPD Councils
State Performance Plan (SPP) Indicators	CSPD Report
Special Education Endorsement Project	School Psychology Trainings
Speech Trainings	Parent Support
Teaching Inclusive Education (TIE)	We Teach All
Project STRIDE	Responsive Education for All Learners

Services for Children with Deafness and Blindness	Assistive Technology Task Force
Acronym Booklet	Early Childhood Partnership for Professional Development (ECPPD)
Resource Directory	Montana Behavioral Initiative (MBI)
Montana Higher Education Consortium	Task12 Interpreter Assessment and Training
Paraprofessional Consortium	Paraprofessional Resource Guide
Transitions Outcomes Project	Transition Conference
Montana Youth Leadership Forum	Response to Intervention (RtI)
Co-Teaching	Special Education Director Mentoring

In addition, CSPD maintains a number of important collaborations and partnerships, which have long influenced professional development and services to students with disabilities across the State and region.

<b>CSPD Collaborations and Partnerships</b>	
Montana Conference on Educational Leadership	Montana CEC Conference
Rural Institute on Disabilities – U of Montana	Higher Education Consortium – Teacher Training
All Teacher Training	Montana Behavioral Initiative (MBI)
Educator’s Convention (MEA/MFT)	Parent’s Let’s Unite for Kids (PLUK)
Mentoring	Early Assistance with Dispute Resolution
MBI and RtI Consultants, Monitoring	OSEP–CEEDAR Center and the HEC
Montana Partnership for Professional Learning Network (MPPLN)	Montana Autism Education Project (MAEP)
Montana Digital Professional Learning Network (MDPLN)	Center for Technical Assistance for Excellence in Special Education (TAESE)

This list of topics, trainings, and collaborations ripples out even more if one were to consider the many regional workshops that have occurred throughout the five CSPD regions of Montana. CSPD in Montana has truly been a vehicle for systems change over time, and it is rare to maintain an effective system that endures in the face of pressures from varied perspectives, such as fiscal, political, laws and regulations, and leadership changes, to name a few.

Harvey Rude, chair of the Department of Special Education at the University of Northern Colorado and longtime friend and mentor to Montana CSPD from its beginnings in regionalization, noted that Montana CSPD has been “a model system of relationships and shared work.” In his comments during the recent 20 Years of CSPD Celebration in Helena in October 2013, Harvey spoke of Montana CSPD as demonstrating “transformative leadership in special education.”

Harvey discussed leadership in the context of relationships, citing CSPD as a perfect example of such leadership. CSPD is a community of practice where people share a passion for

something, in this case improving services for children and youth with disabilities. They get together to work on ways to do it better, and he felt this was the essence of CSPD.

Harvey cited Montana CSPD as a model, stating he has always considered Montana to be an exemplary state. Many groups strive to create what exists in Montana CSPD, but few are able to accomplish that feat. Montana CSPD has received national recognition numerous times, and has been invited to present at national CSPD conferences, sharing what is unique to Montana CSPD.

Harvey reviewed the foundations of leadership, noting such things as integrity, authenticity, and being about something bigger than one's self. CSPD has sustainability because it demonstrates so many of these foundational values.

Harvey spoke of implementation science, and how to use what we know. CSPD has always demonstrated these important attributes, including courage, a systems-wide approach, a vision, and decisions that are driven by data.

Why is Montana such an example? Harvey shared that he believes Montana CSPD is accountable, from the bottom up and the top down. Montana is empowering, highly organized, and demonstrates ambition and humility in valuing the success of others. Montana CSPD is engaged in effective relationships, but has the ability to detach, step back, and analyze.

## **Montana CSPD: Positioned for the Future**

While this CSPD overview has sought to document the rich history of Montana CSPD—its evolution, accomplishments, and structure—it is inevitable for any historian to turn an eye toward the future. The future is where new history is made.

Over the course of the last 20 years of CSPD, the organization has demonstrated that it has the capacity—through the strategic planning process—to identify issues in the education of students with disabilities and mobilize the resources to address those issues. The evidence lies in the diverse list of projects and partnerships that have become part of the CSPD tapestry.

As the federal focus shifts from compliance with special education regulations to demonstrating improvement in the results of students with disabilities, Montana, by virtue of Montana CSPD, is well positioned to address these challenges. CSPD in Montana has always joined together critical stakeholders from across the state; in fact, that is what has made the organization so strong. CSPD will continue to partner with the SSIP process, and will address the newest acronym in the vernacular of special education—RDA: Results Driven Accountability. Consider the following:

## **CSPD: Key Variables for Future Success**

- Strong leadership



- Board stakeholder involvement
- Date-driven decisions
- Ongoing strategic planning process
- Partnership between Part C and Part B
- SEA/LA/LEA/regional focus
- Address critical personnel development areas
- Involved with SPP Indicators and SPDG process
- Fluid and flexible
- “Keeping the main thing the main thing” –children with disabilities

Montana CSPD embodies these key variables, and, because it does, it is uniquely positioned to address future challenges in improving outcomes for Montana’s children and youth with disabilities.

*Vision is like a lighthouse that illuminates rather than limits, gives direction rather than destination. – James Mapes*

Think of Montana CSPD as that vision, that lighthouse, and Montana will see her way into the future.

## **Special Thanks!!!**

Special thanks to the visionary leadership of Montana’s state directors of special education during the CSPD era. Without their steadfast support of CSPD, the movement would not be where it is today!

**Gail Gray (1980s), Bob Runkel (1990s-2000), Tim Harris (2008-2011), and the current director, Frank Podobnik.**

Finally, one very special thanks to the “Queen of CSPD,” Susan Bailey-Anderson, for her vision and passion for CSPD and all things in support of improving services for students with disabilities in Montana, and for her many contributions throughout the history of Montana CSPD.

## **Epilogue: The 20<sup>th</sup> Anniversary of Montana CSPD**

On October 25, 2013, a 20<sup>th</sup> anniversary celebration of Montana CSPD was held in Helena, Montana, right where it all began. For many of us in attendance, who were a part of the first regionalization trainings in 1993 and were active in CSPD over many years, it was truly a “stroll down memory lane,” and an opportunity to reconnect with colleagues who were united in the spirit of CSPD by one common bond: improving the services and outcomes for students with disabilities across Montana through quality professional development.

It was an emotional day for those in attendance, listening to remarks from current State Director of Special Education Frank Podobnik, as well as past director Bob Runkel, one of the

original “visionaries” of Montana CSPD, who noted that “CSPD is the heart and soul of special education.” John Copenhaver, director of the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University, provided a comprehensive overview of “From Whence We’ve Come,” documenting the evolution of CSPD nationally as well as locally in Montana.

Nancy Marks, the current Region V CSPD coordinator and a former state chair, led the group that included almost all of the past state CSPD chairs through a timeline activity, recalling past events and accomplishments. She also organized those individuals in chronological order around the room, asking them to comment on their accomplishments during their years as chair.

Following lunch, the group was honored to listen to remarks made by Montana Superintendent of Public Instruction Denise Juneau, who praised the work of CSPD over the past 20 years and reflected on the many impacts it has had on educators, children, and youth with disabilities across the state.

Susan Bailey-Anderson introduced two long-time friends of CSPD, Karl Murray, former director of the National Institute for CSPD Collaboration, and Harvey Rude, chair of the Special Education Department at the University of Northern Colorado, who shared their reflections on Montana CSPD. Each were pivotal mentors to Susan and the development of Montana CSPD, and spoke of it as a “model system.” Karl commented that most states have not been able to achieve what Montana has, due to the fact that they are not willing to be comprehensive and work together. Montana has achieved this elusive standard, in large part, because of Susan’s steadfast and passionate leadership and the support of the OPI, most notably the state directors of special education, over the past 20 years.

Dr. Harvey Rude commented that Montana CSPD has always been exemplified by leadership in the context of relationships. CSPD is truly a community of practice, where people share a passion for improving services for children and youth with disabilities, then come together and find ways to do it better. He felt this was the “essence of Montana CSPD.”

All in attendance were appreciative of the support and guidance these two distinguished guests have provided to Montana CSPD from its beginning.

Denielle Miller, current Region IV CSPD coordinator and longtime participant in CSPD activities, shared a brief slideshow that made everyone laugh and smile, a common sight at all CSPD activities over the years. With music, events, and even football scores (with a slight bias toward Montana State University), all participants reviewed the events of the past 20 years and the significant accomplishments of Montana CSPD.

The day closed with a look toward the future, provided by Frank Podobnik and John Copenhaver. Each shared perspectives on the challenges that lie ahead for Montana, namely the SSIP and RDA, but expressed confidence that Montana CSPD is uniquely positioned and capable of moving the state forward over the next 20 years.

Susan Bailey-Anderson thanked the group for their many contributions to Montana CSPD and to services for children and youth with disabilities across the state. What began as an idea 20 years ago has certainly gained momentum over time. Powered by relationships and shared passions, those in attendance were warmed by the renewing of old acquaintances, the realization of accomplishments, and the sense that each was a part of something bigger than any one person. Such is Montana, and such is Montana CSPD, poised with the vision to see the way forward.

# MONTANA OFFICE OF PUBLIC INSTRUCTION COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

## **20TH YEAR ANNIVERSARY MEETING (1993-2013) FALL MEETING SUMMARY, OCTOBER 25, 2013**

### AGENDA ITEMS

#### **Welcome**

Frank Podobnik, State Director of Special Education, welcomed the group to Helena for today's meeting in recognition of 20 years of CSPD regionalization in Montana. Frank welcomed Bob Runkel, former State Director of Special Education, who served in that role for most of the past 20 years of CSPD history, and invited him to say a few words. Bob noted that what truly distinguished CSPD in Montana over these years was how well everyone worked well together. The spirit of collaboration in the organization is what enabled it to be so effective. He went on to state: "CSPD is the heart and soul of special education." Bob thanked the group for its many contributions and accomplishments over the years before leaving to attend another meeting.

#### **Introductions**

Susan Bailey-Anderson, OPI Coordinator for CSPD, welcomed the group to Helena and introduced John Copenhaver, a longtime contributor to Montana CSPD. John Copenhaver, Director of the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University, welcomed the group and asked each member to reflect on what CSPD has meant to them. Upon completion of the reflection, group members organized themselves along a timeline posted on the wall according to when they began with CSPD. Each participant provided an introduction and shared their reflections of what CSPD has meant to them, as well as the one word that captured their reflections of their involvement with the organization.

#### **History from Whence We've Come**

John Copenhaver reviewed the materials contained in the participants' packets, and delivered a presentation on the History of Montana CSPD, reflecting on the past 20 years of CSPD in Montana from both the state and federal perspectives. He noted that CSPD originated in special education law in 1975, and that it has been a mechanism that has helped drive the evolution of the law to the current Individuals with Disabilities Education Act (IDEA). John noted that, over the years, CSPD has been a vehicle for building capacity in special education through professional development, and has greatly contributed to the progress and improvement in services for children with disabilities at all levels. The importance of this comprehensive system was strengthened when, in 1993, an administrative rule was added by the Montana Legislature addressing CSPD and its regional format. The "regionalization of CSPD" was making the comprehensive system a reality. When the term "CSPD" was dropped from the law in 1997 in favor of "professional development," Montana was one of a few states that chose to retain the term "CSPD," with its strong belief in the importance of a "comprehensive system."

The regionalization concept took shape in 1993, with the vision and passion of Susan Bailey-Anderson as its driving force. Susan organized key stakeholders, who participated in a national CSPD strategic planning event. While attending such national events, Susan became acquainted

with Karl Murray, National CSPD Director at the time. He became a mentor to her and a great influence on the growth and development of Montana CSPD. Currently, Montana CSPD enjoys national recognition as an effective system that builds capacity leading to improved results for children and youth with disabilities.

John also shared that, over the years, OPI's support of the regionalization concept grew with great gains in funding. In 1993, the SEA provided \$5,000 to each region to advance its training agenda. Currently, that figure is at \$100,000, a true testament to the ability of the regional concept to build capacities and become a viable vehicle for the dissemination of state initiatives, such as We Teach All, the Montana Behavioral Initiative (MBI), and the Paraprofessional Consortium, to name a few. In addition, the regions receive funding from the Montana State Personnel Development Grant (SPDG).

Moving on to focus on the future of CSPD over the next 20 years, John commented how CSPD is poised to carry Montana into the new era of Results Driven Accountability (RDA). The CSPD will continue to play a key role in Montana's upcoming development of a State Systemic Improvement Plan (SSIP), with its comprehensive system having demonstrated the ability to focus energies and resources on issues impacting children and youth with disabilities statewide. Leadership and vision, recognized as keys to the growth and development of CSPD, will continue to be keys to the future.

### **Timeline Activity – A Journey through the Years**

Nancy Marks, Region V CSPD Coordinator and former State Council Chair, led the group through an activity to recall and document the many accomplishments of CSPD over the years. Groups at their tables recalled events/accomplishments that were then posted to the timelines on the room's walls, as accurately in time as could be recalled. From there, each of the organization's past chairs reflected on their time as CSPD Chair, and the activities that occurred during the time they held the position, from the group's original chair to its present-day chair.

### **Lunch Speaker – Denise Juneau, Superintendent of Public Instruction, Montana OPI**

Superintendent Juneau delivered remarks to the group, praising the work that CSPD has done over the past 20 years and its many impacts on educators, children, and youth with disabilities across the state.

### **Reflection – Harvey Rude/Karl Murray**

Susan Bailey-Anderson introduced Harvey Rude, a longtime friend of Montana CSPD. Harvey is a professor of special education at the University of Northern Colorado, and has been a valuable consultant to Montana CSPD over the years.

Harvey spoke of leadership in the context of relationships, citing CSPD as a perfect example of such leadership. The CSPD is a community of practice where people share a passion for something, in this case improving services for children and youth with disabilities. They get together to work on ways to do it better—he felt this was the essence of CSPD. Harvey also cited Montana CSPD as a model—that he has always considered Montana to be a model state. Many groups strive to create what exists in Montana CSPD, but few are able to accomplish that feat.

Harvey reviewed the foundations of leadership, noting such things as integrity, authenticity, and being about something bigger than yourself. CSPD has demonstrated sustainability because it exhibits so many of these foundational values.

He also spoke of implementation science, and how to use what we know. CSPD has always demonstrated the important attributes here, including courage, a systems-wide approach, a vision, and decisions that are driven by data.

Why is Montana such an example? Harvey shared that he believes Montana CSPD is accountable from the bottom up and the top down. It is empowering, both self-organized and highly organized, and demonstrates ambition and humility in valuing the success of others. It is engaged in effective relationships, but has the ability to detach, step back, and analyze.

Susan Bailey-Anderson introduced Karl Murray, who spoke briefly to the group. Karl reflected on his perceptions of why Montana CSPD has been so effective. He shared that he has worked in perhaps every State in the country, but most States are not willing to be comprehensive and work together. Montana has been able to achieve this elusive standard, with Susan's leadership and the support of others in the SEA. He reminded the group that State departments of education are not created to do professional development—that they do regulations. Universities do preservice, and organizations such as Montana CSPD do professional development. He stressed that we need to tell others how to do it, and that the history of this organization should be captured and shared.

The group was appreciative of the contributions the two distinguished guests have made to Montana CSPD over the years.

## **20 Years in Review – A Slide Show**

Denielle Miller shared a slide show, taking us all back over the last 20 years of CSPD, looking at events in the country and world alongside the accomplishments of CSPD.

## **Role of Professional Development in the Future**

Susan Bailey-Anderson introduced John Copenhaver and Frank Podobnik as the next presenters on the agenda. She took this opportunity to express her appreciation to all who have been involved with CSPD over the years, and to John for his many contributions to special education in Montana.

John and Frank shared with the group some of their thoughts on the many challenges that lay ahead in the future, most immediately, the movement from compliance to results. CSPD will play a large role in the State Systemic Improvement Plan, as it is the vehicle in Montana for carrying an issue across the State, reaching all schools and children. They expressed confidence in Montana CSPD's ability to bring everyone together to address the challenges the next 20 years will hold.

Susan Bailey-Anderson closed the meeting and again thanked everyone involved with Montana CSPD over the past 20 years. She said it has been an exciting journey that has really just begun, and that it has been a real team effort. Additionally, the partnerships and trust developed over the years will help sustain CSPD as we move into the future.



# **A Few Montana CSPD Accomplishments 1993-2015**

- Annual CSPD Council (Strategic Planning)
- Disability Awareness Curriculum
- Regional CSPD-Funds Provided
- Assistive Technology Task Force
- Speech Traineeships
- Special Education Endorsement Program
- Paraprofessional Resource Guide
- NASDSE Satellite Series
- Sign Language Assessment and Training Interpreter Project
- Paraprofessional Consortium
- Regional CSPD Activities
- Transition Implementation Projects (TIPS)
- Montana Behavior Initiative (MBI)
- CSPD Aligned and SPP/APR Indicators
- Connected the CSPD Process with the Advisory Panel and ICC
- Montana HEC Consortium
- Annual CSPD Stakeholders Meeting
- OSEP CEEDAR Center and HEC Collaboration

# 1993-2015

## Key Montana CSPD Events

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- **1987** Susan Bailey Anderson is hired!
- **1990** Bob Runkel asked Susan to be the CSPD Coordinator.
- **1993** Bob, Susan and John meet at Susan's house to discuss CSPD regionalization
- **December 9-11, 1993** A Montana team attended a 2 ½ day strategic planning process in Washington DC to begin the development of a CSPD strategic plan for Montana (Karl Murray).
- **1993** CSPD becomes an administrative rule.
- **1993** Regional CSPD developed and implemented State Improvement Grants. Montana received 5-year grant (SIG).
- **1993-2013** The regional team chairperson attended the State CSPD council meetings to ensure a link between the State and regional groups.
- **1994-2015** The regional team chairperson attended the State CSPD council meetings to ensure a link between the State and regional groups.
- **1994-2015** Ongoing CSPD Strategic Planning
- **Each CSPD** region received funding from OPI Division of Special Education, Part B discretionary monies. The funds are used to implement the components of CSPD regional and statewide strategic plan.
- **2008-2013** Professional development activities aligned with SPP/APR.
- **2013 to Present** State Systemic Improvement Plan (SSIP) and Results Driven Accountability.
- **OSEP CEEDAR** Center and Montana HEC
- **2014-2015** Montana CSPD Stakeholders provide feedback to the Part C and Part B SSIP.



# Montana Comprehensive System of Personnel Development (CSPD)

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## Welcome!

### 20th Anniversary

John Copenhaver





# Montana CSPD Milestone Event 1993 to 2013

20 Years of Collaboration, Partnership  
and Accomplishments!

20 Years of Making a Difference  
for Infants, Toddlers, and Children with  
Disabilities!


MTD000-6-13



# Purpose

Provide a Montana and federal  
historical overview of the  
Comprehensive System of Personnel  
Development (CSPD).

**What—How—Who**



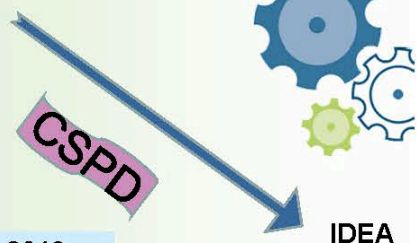

# The Federal Role in CSPD

EHA

CSPD


IDEA

1975 - 2013

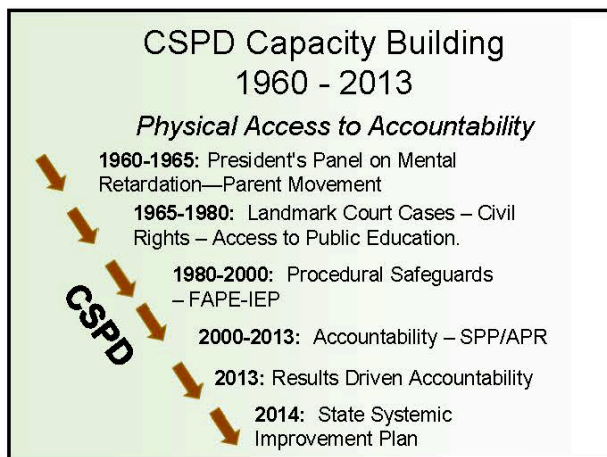
# Past Reality Gail

- Placed in residential or State hospital
- No educational civil rights
- No Part C services
- Denied access to public school
- Inappropriate terminology
- Very few, if any, community services available
- Separated from her family
- No professional development for teachers and other stakeholders



# Federal CSPD—From the Beginning

- Since 1975, special education law (EHA) and regulations have required States to have a Comprehensive System of Personnel Development (CSPD).
- CSPD ensures that all educational personnel and other stakeholders are adequately prepared and receive information, in-service and training.
- CSPD is the mechanism that has made it possible for EHA/IDEA to evolve.



### History of National CSPD

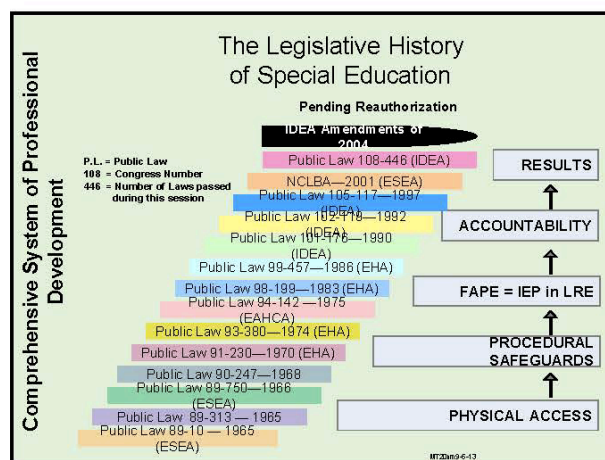
- Education of Handicapped Children's Act (EHA) 1975 (PL. 94-142)
- Individuals with Disabilities Education Act 1997 (P.O. 105-117)
- The Federal Law dropped "Comprehensive System: to just Professional Development. (Montana was one of the only States that retained "CSPD")
- Individuals with Disabilities Education Act 2004
- 2014 Re-authorization

### CSPD

CSPD has been in existence since 1975 and has contributed to building capacity, the progress and improvement in special education and services for children with disabilities.

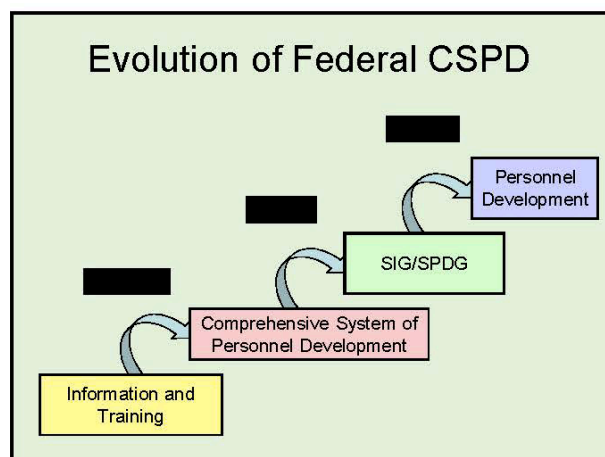
*As changes in the law, regulations, and research occurred, professional development was necessary to build capacity.*

CSPD and PD has been part of nine re-authorizations since 1975.



### Building Capacity

As special education changed over the years, professional development was key to building capacity and providing information for those implementing the law and regulations at the SEA/LA/LEA levels.





## Current Reality Hannah

- Family involvement
- Same educational civil rights
- Part C, related service, community support
- Respectful terminology
- Zero reject for public school
- FAPE/IEP/LRE
- CSPD for all relevant stakeholders



## CSPD in Montana

EHA



1993 - 2013

IDEA

## 1987 Was a Special Year

Susan Bailey-Anderson was hired by the Montana Office Of Public Instruction—Special Education.

A wise decision!



Gail Gray—State Director

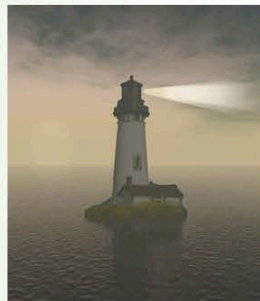


## Susan Bailey-Anderson CSPD Queen

**Visionary**  
**Wise**  
**Intelligent**  
**Communicator**  
**Big Picture Thinker**  
**Grew Partnerships**  
**Knowledgeable**  
**Positive**  
**Energetic**

## Vision

A vision is like a lighthouse that illuminates rather than limits, gives direction rather than destination.



## Montana CSPD is Born 1990

In 1990 Bob Runkel came to Susan and asked if she would lead the Montana CSPD.

What do you think?


Wow, I would love it!






**Montana CSPD**

Started with an idea (Susan) and is now a giant oak tree, producing acorns of impact and influence.



**An Idea**

**In 1993, Bob Runkel and John Copenhaver joined Susan at her house to discuss CSPD regionalization.**



**Karl Murray CSPD King**

Karl and Susan meet at various Federal CSPD meetings. It was “like” at first sight.

**Montana goes to Washington**




**Reston, Virginia National CSPD Strategic Planning (1993)**

- Susan Bailey-Anderson
- Bob Runkel
- Mike Jakupcak
- Kathleen Nerison
- Kelly Evans
- John Copenhaver

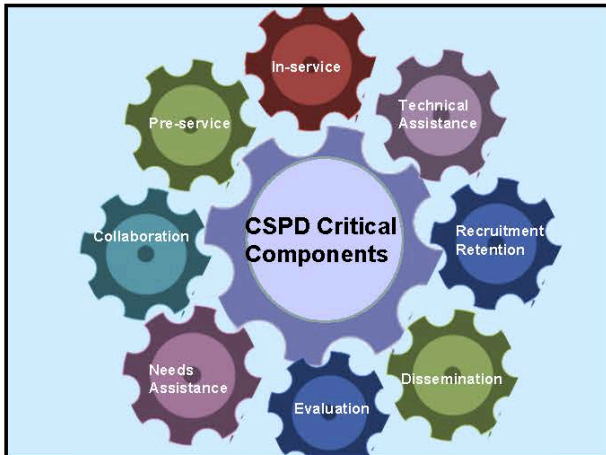
**Montana Administrative Rule**

**In 1993, An Administrative Rule was added to address CSPD and regionalization.**

**CSPD System**


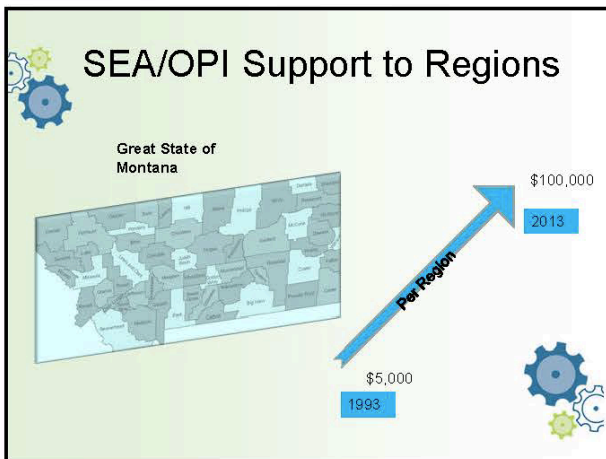


Many of the States had pieces of the CSPD system, but none had developed a “comprehensive” system that was driven by a strategic plan formulated by a group of stakeholders. (Karl Murray)



## Montana CSPD Regionalization

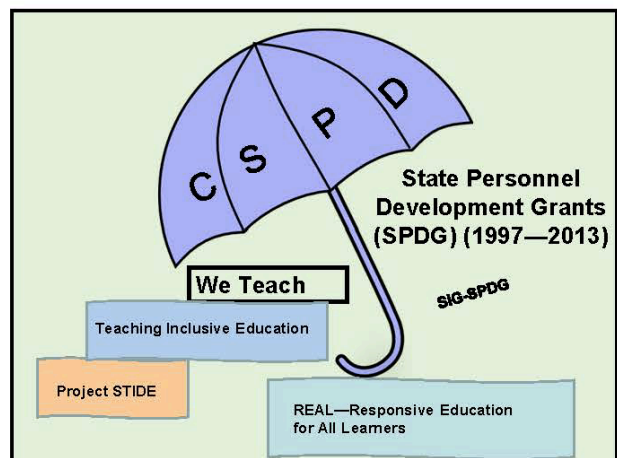
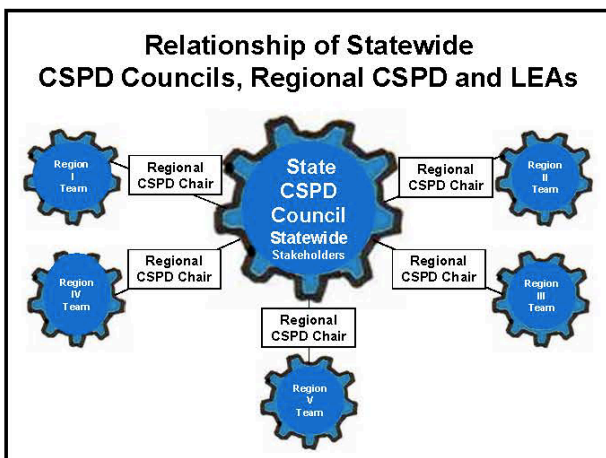
Regionalization provided a multiplying effect on personnel development and expanded partnerships across the entire State.

## State Council Chairpersons (1993—2014)

The following are key CSPD leaders that have led the way since 1993:

- Mike Jakupcak
- Kelly Evans
- Bill Johnson
- Kathleen Nerison
- Bill Woodford
- Nancy Marks
- Linda Roundy
- Sue Forest
- Marsha Sampson
- Susan Johnson
- Paula Schultz
- Karen Pickart







## Karl Murray

"During my career, I have had the opportunity to work with most States in the area of CSPD. Most States do not have a "system" of professional development. The SIG affords States the opportunity to take CSPD one step further and create/implement a true system of professional development. In order to accomplish this task, I believe it is imperative that you have one system, not two (i.e., a CSPD committee working separately from the SIG efforts)."



## Montana CSPD

The CSPD process has brought all relevant stakeholders to the same table. All the right people are on the bus in the right seat.

**CSPD has remained fluid and flexible with the changing educational environment.**

**Education for all Children!**



## CSPD Strategic Planning 1993—2013

Each year, the CSPD stakeholders have revisited and revised the CSPD strategic plan based on the current educational environment.

- Seamless System
- Cradle to College/Career



Annual Spring CSPD meeting. Recently, early childhood, general education and post-secondary have been at the table.



## Leadership Montana State Directors

- **Gail Gray** - 1980s
- **Bob Runkel** - 1990s-2000s
- **Tim Harris** - 2008-2011
- **Frank Podobnik** - Current



## Leadership and Vision have been the Key in the Past

Frank Podobnik		
Regional Chairs		
Bob Runkel	Susan Bailey-Anderson	CSPD Council Members
Gail Gray	OPI Staff	
Tim Harris	Karl Murray	

**Leadership will also be the key in the future!**

## Key External CSPD Partners

Karl Murray



Harvey Rude



NASDGE



Judy Stockhouse





## 1993-2013 National Reputation

Montana CSPD is nationally recognized as an effective system that builds capacity that leads to improved results for infants, toddlers, children, and youth with disabilities.

SEA, LA, Vocational rehab. ,LEA, IHE, and CSPD moving in the same strategic direction.

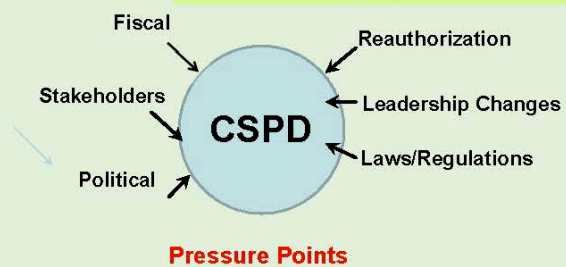


## Just Some Major Accomplishments

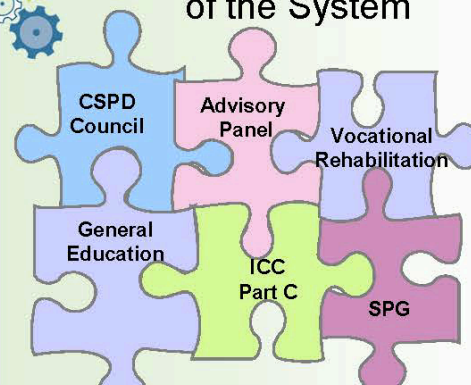
- ✓CSPD Administrative Rule
- ✓Annual CSPD Council (Strategic Planning)
- ✓Regional CSPD—Funds Provided
- ✓Paraprofessional Consortium
- ✓Montana Behavior Initiative (MBI)
- ✓Montana HEC
- ✓OSEP CEEDAR Center

## CSPD in Montana System Change

It is a rare event to sustain an effective social system over time.



## Joining Critical Elements of the System



## Montana CSPD: Looking Forward to the Future

2013



2033



1975-2004  
CSPD and Compliance

2004-2013  
CSPD and SPP Indicators

2013 +  
CSPD and Results/SSIP and  
Research Implementation

Past

Present

Future



## Montana CSPD—Future Direction

As special education moves forward, the need for a Comprehensive System of Personnel Development will become even more important. There will be a major shift from a focus on compliance/procedures to results and building capacity around research/evidence based academic/behavioral strategies.

## Results Driven Accountability (RDA)

The focus is changing from compliance to results.



Personnel development will be needed to build capacity in the results area.



## Comprehensive

The term and application of the word “comprehensive” will become even more critical as more stakeholders become involved, especially in general education, Part C, early childhood, post secondary, vocational rehabilitation, and higher education.

## Possible CSPD Impacts

- ✓ Montana Core Standards
- ✓ Results Driven Accountability
- ✓ State Performance Plan—Indicators
- ✓ State Systematic Improvement Plan (SSIP)
- ✓ Re-authorizations IDEA/ESEA
- ✓ Fiscal Impact / Sequestration

Possible Impacts



## Possible CSPD Impacts *more*

- ✓ Changes in CSPD Leadership
- ✓ MTSS/RTI
- ✓ Recruitment / Retention of Qualified Staff
- ✓ Enhanced Impact of CSPD being delivered by new technology.

Possible Impacts



## CSPD Key Sustainability Variables for Future Success

- Strong leadership
- Board stakeholder involvement
- Ongoing strategic planning process
- SEA/LA/LEA/regional focus
- Address critical personnel development areas



## Sustainability CSPD—Future

- Measure and document CSPD activities and outcomes
- Continue to get the right people on the bus and in the right seats
- Confront the brutal facts
- Leadership should set up successors for even greater success. The true measure of a leader is after they leave a position.
- Maintain consistency—know what you do best and stick with it



## Sustainability CSPD—Future

More

- 
- Enhanced use of technology to deliver CSPD
- Avoid technology fads yet be pioneers in carefully selected technologies
- Increase involvement of general education
- Use data SPP/SSIP to drive CSPD direction
- **Keep the main thing the main thing**



**Keep the Main Thing the Main Thing**



**Kids and Their  
Education**

State Specific (10/25/13) Montana 13.10.51



## Variables of the Future of Success of Montana CSPD



Keep the Main Thing the Main Thing

Infants, Toddler, Children and Youth with Disabilities.

1

## Visionary Leadership



2

## Montana OPI Empowerment/Support



3

## Stakeholders/Partners



- Panel / ICC
- Early Childhood
- Post Secondary

4

## CSPD Regionalization and the Alignment of State/National Focus on Results

SPP Indicators



Seeds begin to grow

5

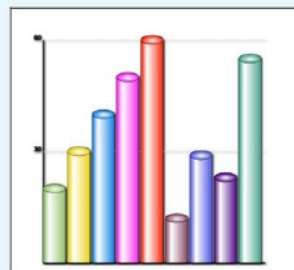
## CSPD and the State Personnel Development Grant



Proper Alignment

6

## SPP/APR/RDA/SSIP



Data Decision Making

Measure and document CSPD activities

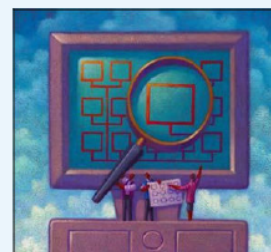
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## Alignment of Personnel Development with SPP Indicators and SSIP



8

## Strategic Planning



Inventing the Future

9

## Continue to Monitor the Current Educational Environment



10



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# CSPD COUNCIL BY-LAWS

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THIS SECTION OUTLINES THE OPERATING  
PROCEDURES FOR THE MONTANA CSPD  
COUNCIL.

“START WHERE YOU ARE. USE  
WHAT YOU HAVE. DO WHAT  
YOU CAN.”

-ARTHUR ASHE



MONTANA OFFICE OF PUBLIC INSTRUCTION  
MONTANA COMPREHENSIVE SYSTEM OF PERSONNEL  
DEVELOPMENT (CSPD)  
**COUNCIL BYLAWS** (REVISED 2014)

## **Article I**

The name of the Council shall be the **Montana Council for Comprehensive System of Personnel Development (CSPD)**. The Council was established in 1993. The State CSPD Council is a project of the Montana Office of Public Instruction (OPI), Special Education Office.

## **Article II**

### *Purpose*

The purpose of this Council shall be to implement the personnel development provisions of the Individuals with Disabilities Education Act (IDEA) and Montana special education administrative rules as outlined in the mission statement that follows.

### *Vision Statement*

Montana CSPD is a unified personnel development system that ensures **quality outcomes** for **ALL** children and youth.

The Montana CSPD Council will coordinate evaluation, review, and recommend action for all aspects of preservice, technical assistance, training, inservice education, and information dissemination offered to Montana's educators, related service personnel, families, and other team members responsible for implementing the IDEA.

## **Article III**

### *Membership*

Section 1. The membership of this Council shall be limited to those individuals and agencies whose purpose is to further preservice and inservice education for Montana's educators, administrators, and related service personnel, as outlined in IDEA.

Section 2. It is recommended, but not required, that the membership be made up of representatives from the following entities or groups:

#### **A. Universities/Colleges**

Montana State University–Bozeman  
Montana State University–Billings  
University of Montana–Missoula  
University of Montana Western  
Montana State University Northern

Rocky Mountain College  
Carroll College  
Great Falls College MSU  
Tribal Colleges

B. Office of Public Instruction

OPI staff  
Montana OPI Title One

C. CSPD Stakeholders

CSPD Regional Chairpersons and Coordinators  
Parents  
Parents Let's Unite for Kids (PLUK)  
Paraprofessionals  
Public Head Start  
Special Education Representation  
General Education Representation

D. Agencies and Associations

- Vocational Rehabilitation
- Montana Council of Administrators of Special Education
- School Administrators of Montana
- Montana Association of School Psychologists
- Montana Speech and Hearing Association
- Montana Occupational Therapy Association
- Montana Physical Therapy Association
- Montana Association of Health, Physical Education, Recreation, and Dance
- Montana Education Association/Montana Federation of Teachers (MEA/MFT)
- Residential Psychiatric Services
- Montana Council for Exceptional Children
- Developmental Disabilities Council
- Developmental Disabilities Division
- Montana Association for the Education of Young Children
- Early Childhood Partnership for Professional Development (ECPD)
- Association of Gifted and Talented Educators
- Rural Institute on Disabilities
- Technical Assistance for Excellence in Special Education (TAESE)
- Montana Center for Inclusive Education
- Montana School for Deaf and Blind
- Indian Education for All (IEFA)
- Montana Department of Public Health and Human Services – Mental Health (DPHHS)
- Children's Mental Health Bureau
- Student Representative

Section 3. Nominations – Where applicable, the Chief Executive Officer of each of the above agencies or entities will be asked to appoint an institutional representative and forward the name to the Montana Superintendent of the OPI to be considered for membership. In the event where no formal organization exists, any adult resident of Montana shall be eligible for membership, provided that such resident be proposed by an existing Council member to the Executive Committee of the Council.

Section 4. Appointments – The name of the approved candidate for membership shall then be forwarded to the Montana Superintendent of the OPI, who shall then make the official nomination to the Council.

Section 5. Tenure – The term of membership shall be determined by stakeholder organizations.

## **Article IV**

### *Officers*

Section 1. The officers of the Council shall be a Chairperson, a Chair-Elect, and a Secretary. These three, along with the OPI CSPD Coordinator and the past Chair of the Council, shall constitute the Executive Committee.

Section 2. At the regular spring meeting, members nominate and elect new Council officers.

Section 3. Officers shall be elected through the nomination and vote of the full Council to serve a term of two years, or until their successors are elected. Their term of office shall commence at the beginning of the fall meeting.

Section 4. No member shall hold more than one office at a time, and no member shall be eligible to serve more than two consecutive terms in office.

Section 5. In the event of a vacancy, the Chair shall appoint a successor(s).

## **Article V**

### *Meetings*

Unless otherwise ordered by the Chairperson, regular meetings of the Council shall be held in October, January, and May on dates determined by the Council. There will be an Annual CSPD Partnership meeting held in May of each year. Special meetings of the Council may be called by the Executive Committee and shall be called by written request of three members of the Council.

## **Article VI**

### *Relationship to the Special Education Advisory Panel – Part B and Montana Milestones – Part C*

To foster effective communication and coordination of efforts between the Council, the Special Education Advisory Panel, and the ICC, the following objectives will be implemented:

1. The minutes of each meeting will be provided to the Chairperson of the Special Education Advisory Panel and the Interagency Coordinating Council;

2. The Chairperson of this Council, along with the Chairperson of the Advisory Panel/Montana Milestones, may elect to form ad hoc committees consisting of members of both Councils in order to address mutual concerns.

## **Article VII**

### *Committee Structure*

The Council, as a whole, will take action to address current issues in education across Montana. To do so, the Council may create an ad hoc committee to investigate and develop action steps on topics relevant to the education of children with disabilities.

As such, an ad hoc committee will develop specific goals and objectives and remain in effect until its task is complete. It may draw its membership from current Council members, as well as other individuals whose expertise may enhance the functioning of the committee. These ad hoc committees will be central to the implementation of the Council's Strategic Action Plan, and will provide a report to the full Council at each of the regular meetings.

What follows is a list of current ad hoc committees or task forces that could be active under the direction of the CSPD Council.

*Paraprofessional Consortium:* created to address the diverse needs of these essential team members in the delivery of services to children with disabilities. The Consortium works to advance the training needs of Montana's paraprofessionals and advocates for their status in schools.

*Montana Behavioral Initiative (MBI):* a comprehensive professional development initiative that seeks to enhance the education of all children through school-wide Positive Behavior Intervention and Supports (PBIS) system changes, advocating best practices from current research to empower schools to locally identify and meet needs.

*Higher Education (Teacher Training Programs) Consortium:* composed of leaders in the field of general and special education teacher training programs across Montana. Their purpose is to interface the higher education system with the evolving needs in professional development in schools, and to enhance both preservice and inservice educational opportunities.

*MCASE Recruitment and Retention Committee:* charged with investigating and making recommendations to the OPI and local districts on strategies that will enhance efforts in recruitment and retention of qualified, quality professionals that serve children with disabilities in Montana.

*Early Childhood Partnership for Professional Development (ECPD):* collaborates to enhance professional competencies of individuals who provide care and early education services for all young children and their families.

## **Article VIII**

### *Parliamentary Authority*

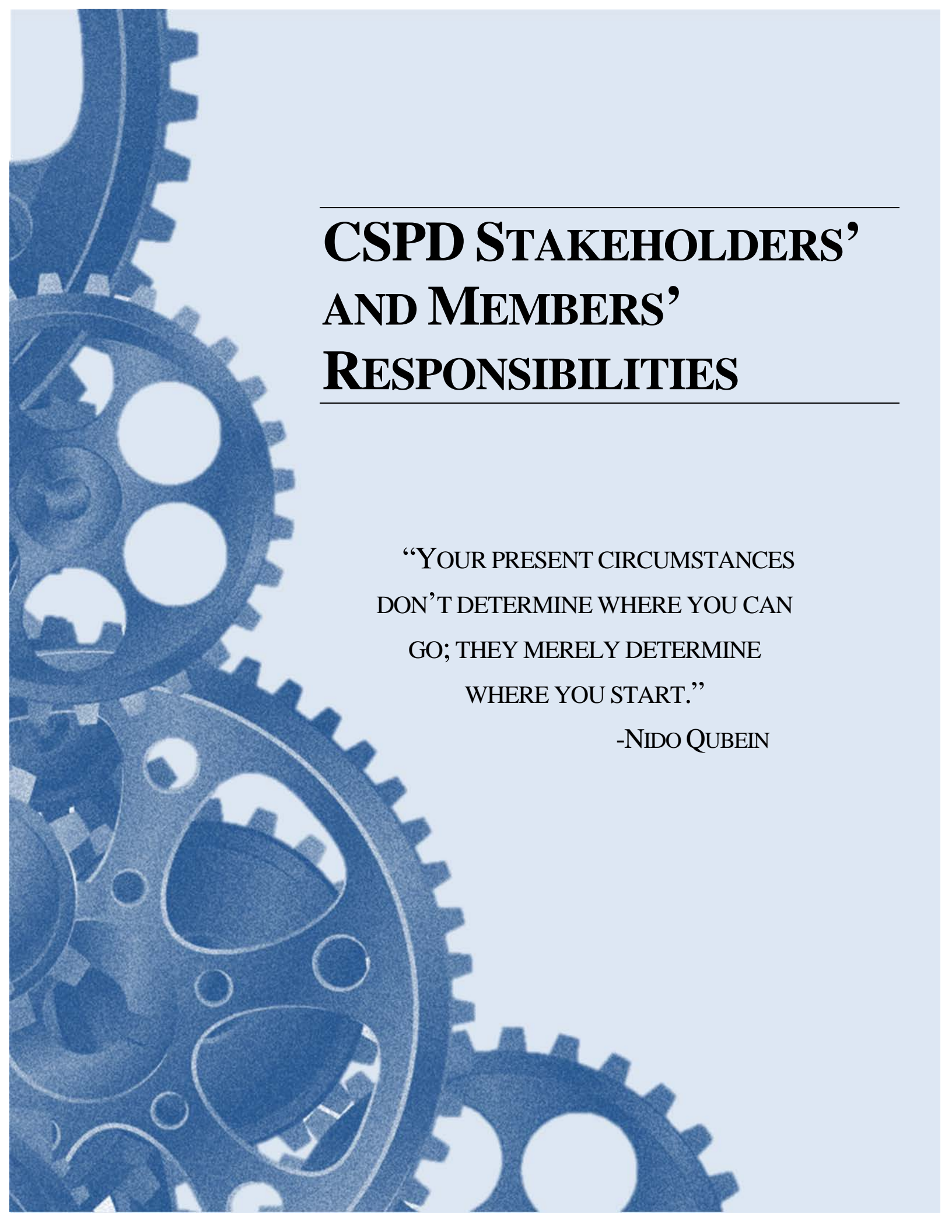
The rules contained in the current edition of

Robert's Rules of Order (newly revised) shall govern the Council in all cases in which they are applicable, and in which they are not inconsistent with these bylaws and any special rules of order the Council may adopt.

## **Article IX**

### *Bylaw Amendments*

These bylaws may be amended at any regular meeting of the Council by a two-thirds vote of the membership present.



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# **CSPD STAKEHOLDERS' AND MEMBERS' RESPONSIBILITIES**

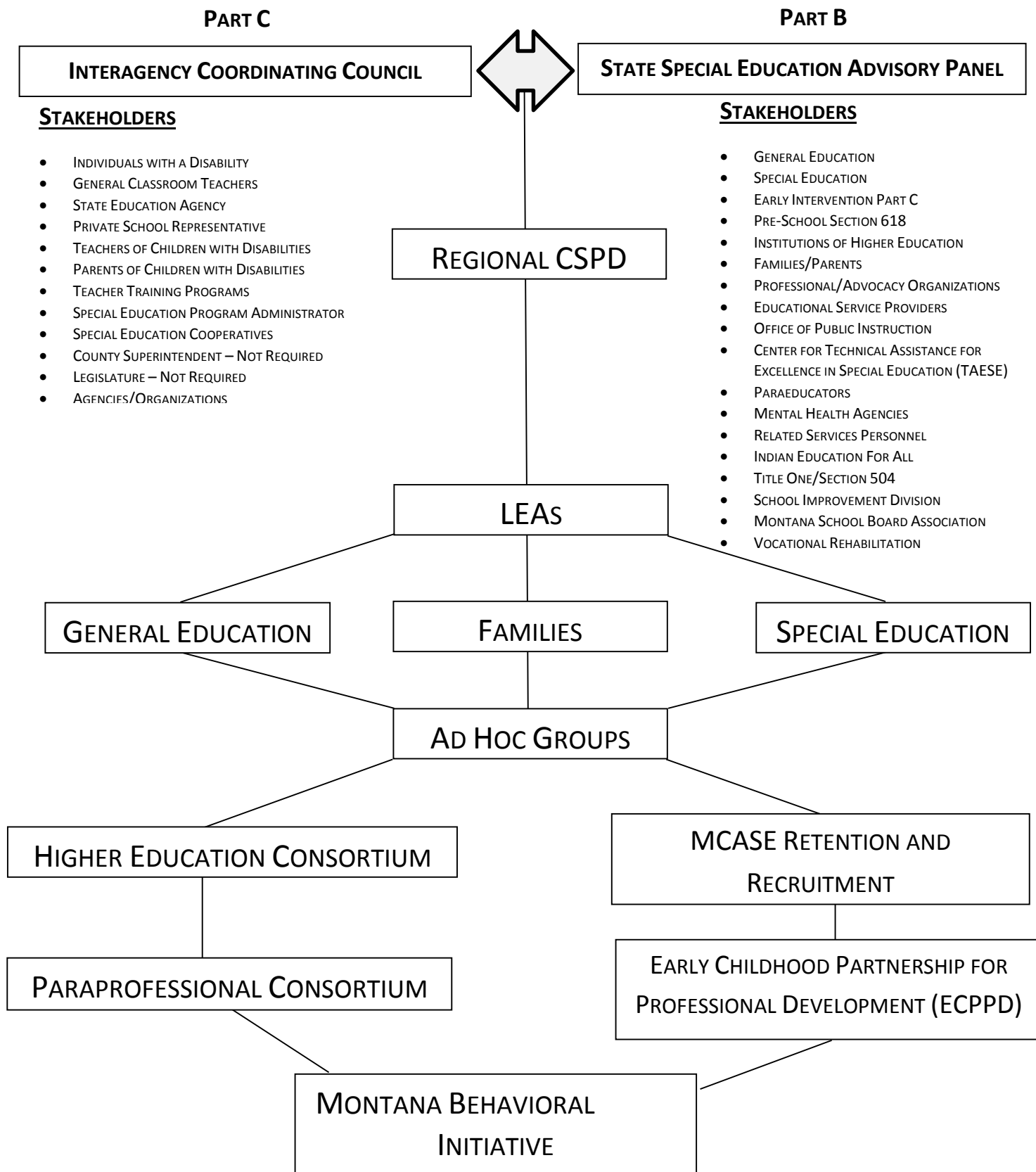
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“YOUR PRESENT CIRCUMSTANCES  
DON’T DETERMINE WHERE YOU CAN  
GO; THEY MERELY DETERMINE  
WHERE YOU START.”

-NIDO QUBEIN

# MONTANA OFFICE OF PUBLIC INSTRUCTION

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# **MONTANA CSPD COUNCIL STAKEHOLDERS**

**LISTED BELOW ARE THE PRESENT STAKEHOLDERS INVOLVED IN THE MONTANA CSPD COUNCIL.**

- ♦ Indian Education for All
- ♦ Center for Technical Assistance for Excellence in Special Education (TAESE)
- ♦ Early Intervention Part C
- ♦ Educational Service Providers
- ♦ Families/Parents
- ♦ General Education
- ♦ Institutions of Higher Education
- ♦ Montana Milestones Part C
- ♦ Mental Health
- ♦ Montana Rural Education
- ♦ Office of Public Instruction
- ♦ Paraeducators
- ♦ Parents Lets Unite for Kids (PLUK)
- ♦ Professional/Advocacy Organizations
- ♦ Related Services Staff
- ♦ State Advisory Panel on Special Education – Part B
- ♦ State Agencies
- ♦ Title I (ESEA)
- ♦ Vocational Rehabilitation
- ♦ Student Representative



# SUGGESTED REGIONAL CSPD STAKEHOLDER LIST

LISTED BELOW ARE SUGGESTED REGIONAL CSPD STAKEHOLDERS.  
REGIONS WILL VARY IN THEIR MEMBERSHIP.

## SCHOOL LEVEL

- ☐ Parent \_\_\_\_\_
- ☐ Title 1 \_\_\_\_\_
- ☐ School Principal \_\_\_\_\_
- ☐ General Educator \_\_\_\_\_
- ☐ School Superintendent \_\_\_\_\_
- ☐ Special Ed Director \_\_\_\_\_
- ☐ Cooperative Director \_\_\_\_\_
- ☐ Special Educator \_\_\_\_\_
- ☐ Related Service \_\_\_\_\_
- ☐ Pareducator \_\_\_\_\_
- ☐ Preschool \_\_\_\_\_
- ☐ Elementary \_\_\_\_\_
- ☐ Middle School \_\_\_\_\_
- ☐ High School \_\_\_\_\_

## AGENCIES/ORGANIZATIONS

- ☐ County Superintendent Office \_\_\_\_\_
- ☐ Voc Rehab \_\_\_\_\_
- ☐ Parent Support (PLUK) \_\_\_\_\_
- ☐ Early Childhood Provider \_\_\_\_\_
- ☐ DPHHS \_\_\_\_\_
- ☐ University Affiliated Programs \_\_\_\_\_
- ☐ Corrections \_\_\_\_\_
- ☐ Mental Health \_\_\_\_\_
- ☐ Developmental Disability \_\_\_\_\_
- ☐ Partnerships \_\_\_\_\_

## HIGHER EDUCATION

- ☐ University Administrators \_\_\_\_\_
- ☐ Special Education Department \_\_\_\_\_
- ☐ General Education Department \_\_\_\_\_
- ☐ Educational Leadership \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# **CSPD MEMBER RESPONSIBILITIES**

**LISTED BELOW ARE THE PRIMARY RESPONSIBILITIES OF  
STAKEHOLDERS ON THE CSPD COUNCILS.**

- Understand and promote the Montana CSPD vision/mission
- Be familiar with the IDEA (P.L. 108–446) and Montana special education regulations
- Represent your stakeholder group
- Become familiar with the Montana State and regional CSPD process and system
- Become familiar with the Montana State Personnel Development Grant (SPDG)
- Attend regional and/or State CSPD Council meetings
- Report CSPD activities and discussion to the stakeholders and the regional council
- Assist in the implementation of the regional and/or State CSPD strategic plan
- Participate on regional and/or State CSPD work committees
- Assist in the development and implementation of regional and/or State CSPD activities
- Help mentor new CSPD members

Promote activities that create positive results for all children and youth with disabilities


# **RESPONSIBILITIES**

**THE FOLLOWING IS A LIST OF RESPONSIBILITIES FOR THE REGIONAL CHAIRPERSON AND EXECUTIVE COMMITTEE.**

- ♦ Commit to attend CSPD meetings
- ♦ Represent constituents' issues to CSPD
- ♦ Market CSPD to constituents (professional organizations, agencies, etc.)
- ♦ Organize and schedule regional meetings
- ♦ Be involved in agenda development
- ♦ Direct administrative assistant on CSPD communication within the region
- ♦ Write and submit regional grant
- ♦ Compile and submit final evaluation report
- ♦ Be responsible for collecting impact/outcome evaluation data
- ♦ Communicate State CSPD conference call information to region
- ♦ Budget/Finances—Manage and report on regional CSPD expenditures
- ♦ Compose appointment letter

**ENSURE THAT THE FOLLOWING REGIONAL ACTIVITIES ARE CARRIED OUT:**

- ♦ Establish regional priorities based on APR, SSIP, and other relevant data
- ♦ Orient new members
- ♦ Supervise regional strategic planning
- ♦ Submit plan for CSPD dollars to OPI
- ♦ Be accountable for CSPD funds
- ♦ Submit a final evaluation report



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# RESULTS DRIVEN ACCOUNTABILITY (RDA) AND CSPD

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THIS SECTION REVIEWS MONTANA'S  
SYSTEM OF PERSONAL DEVELOPMENT AND  
INCLUDES A POWER POINT RELATING  
TOPICS DISCUSSED AT THE SCHOOL  
DISTRICT LEVEL

“INSANITY: DOING THE  
SAME THING OVER AND  
OVER AGAIN AND  
EXPECTING DIFFERENT  
RESULTS.”

-ALBERT EINSTEIN



## Results Driven Accountability (RDA) and Montana's Comprehensive System of Personnel Development (CSPD)

### Introduction and Purpose

In March 2012, Secretary of Education Arne Duncan announced that the U.S. Department of Education would be taking steps to close the achievement gap for students with disabilities by moving away from a compliance focused approach to monitoring to one that would provide for better balance in analyzing how well students with disabilities are educated, while continuing to protect their rights under the law. This shift in focus, known as Results Driven Accountability, impacts how states will monitor districts in the future—states will now be held accountable for the performance of students with disabilities and their compliance with the requirements of IDEA. This paper will examine the role of Montana's CSPD in support of the state's efforts to improve results for all students with disabilities.

### Overview of RDA

Section 616 of the 2004 amendments to IDEA describes the primary focus of federal and state activities as "(A) improving educational results and functional outcomes for all children with disabilities; and (B) ensuring that states meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities." This language implies that state accountability is more than ensuring compliance with the requirements of the law—it also includes accountability for improving educational results, which elsewhere are specified as the academic and functional performance of students with disabilities.

The Office of Special Education Programs (OSEP) describes a RDA system that includes three major components:

1. **The State Performance Plan (SPP)/Annual Performance Report (APR):** These measure results and compliance. States have developed State Systemic Improvement Plans (SSIP) to improve results outcomes in targeted areas.
2. **State Status Determinations:** These reflect on state performance in results areas, as well as compliance.
3. **Monitoring and Technical Assistance:** This includes all states, with an emphasis on those with greatest need.

A key instrument in the shift toward RDA was revealed when OSEP published revised criteria for a new SPP and APR. Moving forward, the SPP/APR would be required to include a SSIP that would focus on improving state results for students with disabilities. The SSIP is a five-year comprehensive improvement plan that focuses on a state-identified measurable result (SiMR). Each state is required to analyze its data and infrastructure and—along with the input of stakeholders—develop a target for the SiMR, as well as a coordinated, coherent, and efficient support system that will lead to the desired student improvements.

In Montana, the SiMR was developed following discussions with a number of important stakeholder

groups. The primary stakeholder group is the State Special Education Advisory Panel; however, there are a number of other important groups in which OPI sponsors and participates:

- State and regional CSPD councils
- Early Childhood Partnership for Professional Development (ECPPD)
- Paraprofessional Consortium
- Montana's Regional Education Service Areas (RESAs)
- OPI School Mental Health/Children's Mental Health Bureau at the Department of Health and Human Services (DPHHS)
- IDEA Partnership with the School Administrators of Montana (SAM); Montana Education Association (MEA) and Montana Federation of Teachers (MFT); Montana Association of School Psychologists (MASP) and others who comprise the Montana Rtl Council
- OPI Special Education Division staff as participants on agency advisory councils
- The Montana Higher Education Consortium (MT HEC)
- Parents, Let's Unite for Kids (PLUK)

Collectively, these stakeholder groups have considered the possibilities for Montana's SSIP and provided input to the State Special Education Advisory Panel. The focus of the Annual CSPD Spring Partnership meeting the last two years has been dedicated to stakeholder input on Montana's SSIP. In 2014 that effort focused on Phase I of the SSIP which included:

- Data analysis;
- Analysis of state infrastructure to support improvement and build capacity;
- Development of the State identified measurable result for children with disabilities;
- Selection of coherent improvement strategies; and
- Theory of action.

The focus of that stakeholder input was **centered on successful school completion and graduation rates**. This led to the development of Montana's SiMR, which is:

*The number and percentage of American Indian students with disabilities who successfully complete their secondary education will increase.*

The focus of the SiMR was based on data that shows a significant discrepancy in the completion rates of American Indian students, who represent the largest minority group in the state, when compared to all other students with disabilities across Montana.

This year, the 2015 Annual CSPD Spring Partnership meeting will address Phase II of the SSIP. With the SSIP developed and the SiMR identified, stakeholders will be considering such things as:

- Infrastructure development;
- Support of local educational agency (LEA) implementation of evidence-based practices; and
- Evaluation.

Similar stakeholder input has also led to the development of Montana's SSIP for Part C and that SiMR which will focus on the outcome of improving the social-emotional skills for children in preschool services.

Just as these stakeholder groups provided critical input on the development of the SiMR, progress toward meeting this goal will only be possible with the continued involvement Montana's CSPD stakeholders.

#### Status Determinations under RDA

In 2014, OSEP included results data in its matrix for making state determinations for the first time. This resulted in a large decrease in the number of states falling into the "meets requirements" category. The data used in making Part B determinations included:

- Percentage of students with disabilities participating in statewide assessments;
- Proficiency gaps between students with disabilities and all students, as measured by statewide assessments;
- Percentage of students with disabilities scoring Basic or Above Basic on the National Assessment of Education Progress (NAEP); and
- Percentage of students with disabilities excluded from NAEP testing.

While the NAEP was used for the first determinations under RDA, it is OSEP's intent to change that assessment to a new, individually adopted, statewide assessment that will be implemented in the spring of 2015. In addition, some discussion has considered the inclusion of a graduation rate component to the RDA rubric; however, no specifics have been announced on that issue.

OSEP's focus under RDA, while not abandoning the monitoring of states for compliance, is on providing a stronger emphasis on technical assistance to improve results. OSEP will support states through a concept known as differentiated monitoring and technical assistance that will focus resources on the areas of greatest need. To this end, the National Center for Systemic Improvement was created to assist states in transforming their systems to improve outcomes for infants, toddlers, children, and youth with disabilities. The center employs a technical assistance model that identifies three levels of assistance:<sup>1</sup>

- Universal TA – designed to support all states.
- Targeted TA – for specific states identified as needing assistance.
- Intensive TA – for a select number of states that have been identified as having longstanding challenges in reaching desired outcomes for students with disabilities.

States are now moving in the direction of OSEP's lead by looking to revise their monitoring and support systems to incorporate this differentiated monitoring and technical assistance concept as a vehicle for improving results.

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<sup>1</sup> National Center for Systemic Improvement, TA Model, <http://www.wested.org/project/national-center-for-systemic-improvement/>



### Montana's CSPD in the Age of RDA

Montana's CSPD has maintained the vision, since its inception in the early 1990s, that it is a "unified personnel development system that ensures quality educational programs and services for all children and youth with disabilities." Montana's CSPD has enhanced the capacity of the state to provide professional development and technical assistance that is connected to data from the state's APR and SSIP. By connecting the data to quality training and professional development, Montana CSPD is uniquely positioned to play a key role in RDA.

With its state council and regional council structure, Montana's CSPD interprets APR and SSIP data from each of these perspectives, thus informing a differentiated monitoring and support system that focuses resources on identified needs. This support system has the ability to move the data related to Montana's SiMR and includes the consideration of data from Part C and Section 619 as graduation rates and not just about high school. The Montana Office of Public Instruction (OPI) recognizes Montana CSPD as an active extension of the department and the primary means of delivering improvement activities to educators around the state. Montana has long recognized that improved results for students with disabilities require a "whole school" approach that is not merely focused on special education. As such, the majority of educators who participate in CSPD-sponsored events are from general education.

Montana's CSPD and its diverse stakeholder group will play a key role in the state meeting its SiMR as it provides a responsive infrastructure capable of addressing needs on state, regional, and local levels. As many states explore ways to create such an infrastructure, Montana's state and regional CSPD councils are uniquely positioned to deliver to all of Montana's children and youth with disabilities both today and tomorrow.



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# REGIONAL CSPD HISTORY

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THIS SECTION GIVES A HISTORY OF REGIONAL CSPD IN MONTANA, ILLUSTRATES THE CSPD REGIONS, AND OUTLINES THE RELATIONSHIP BETWEEN THE STATE AND REGIONAL CSPD PROCESS. IT ALSO INCLUDES SAMPLE LETTERS FOR REGIONAL NOMINATIONS AND CURRENT CSPD STATEWIDE ACTIVITIES.

“DON’T JUDGE EACH DAY  
BY THE HARVEST YOU REAP,  
BUT BY THE SEEDS THAT  
YOU PLANT.”

-ROBERT LOUIS STEVENSON

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## **REGIONAL CSPD**

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The Office of Public Instruction has established procedures for the development and conduct of a CSPD that includes inservice, preservice, and technical assistance training for general education teachers, special education teachers, school administrators, related service providers, and paraprofessionals. Montana administrative rules guide the CSPD process. The CSPD Council, comprised of specific stakeholders, has developed a strategic plan that provides the structure for addressing networking, dissemination leadership, and planned change. The CSPD Council has endorsed the plan for developing regional CSPD strategic planning, with the ultimate goal being that regional planning would move to local district planning to ensure the effectiveness of each of the CSPD components.

The rationale for regionally structured planning is:

1. CASE regions are established with leaders already meeting on a regular basis and conducting inservice training/planning.
2. Montana has a vast geographic nature.
3. Training and technical assistance are tied to APR/SSIP data, conducted by the OPI Division of Special Education, and is analyzed on a regional basis.
4. Inservice dollars from OPI were awarded regionally based on needs.
5. Various opportunities for consultation/professional development have regional focus to their efforts.
6. It is the driving force behind local district CSPD planning.

In 1993, regional CSPD planning was initiated.

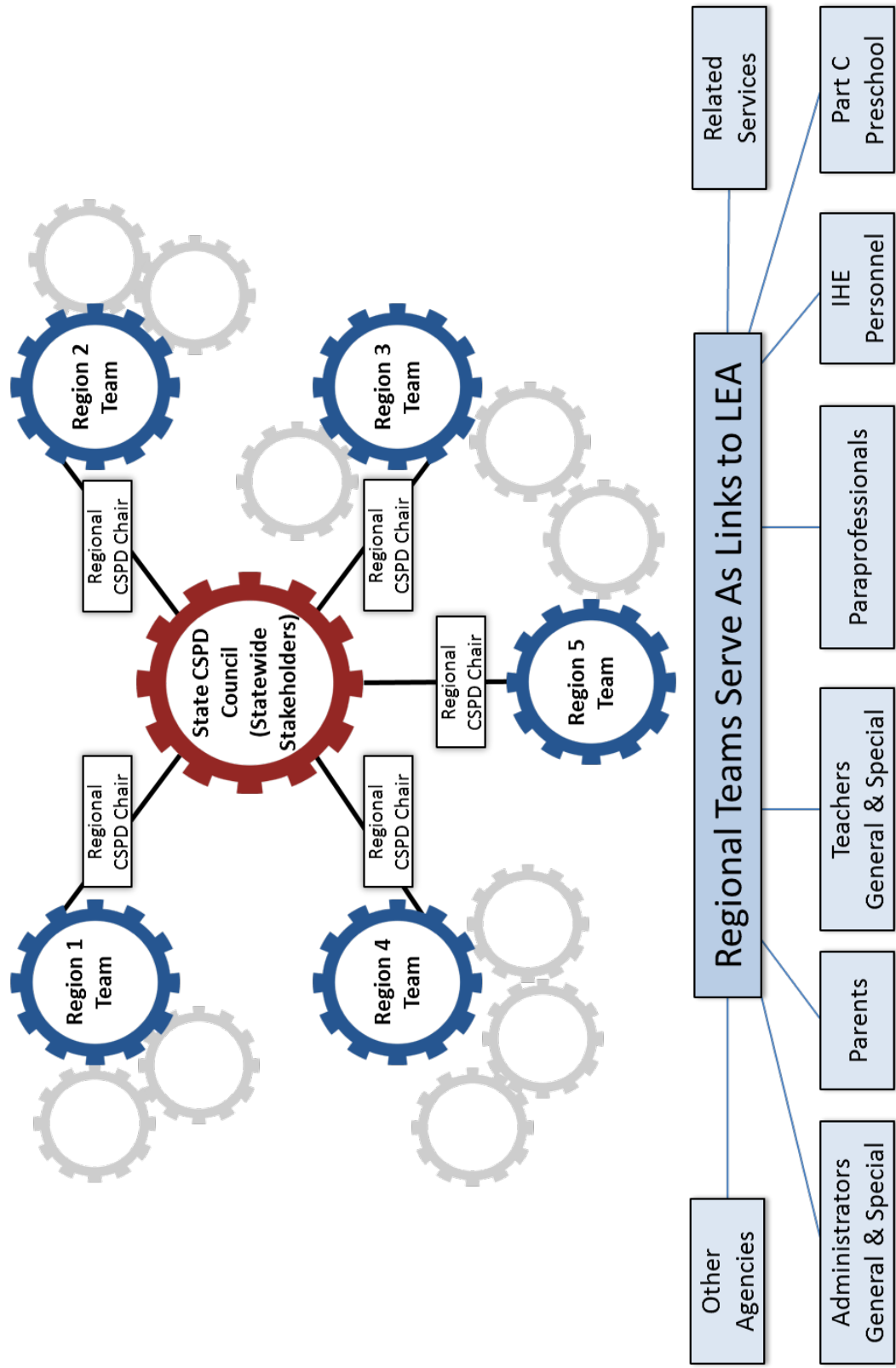
1. OPI selected a regional team leader who, in turn, helped with the regional team selection.
2. The team, composed of a cross-section of specific stakeholders committed to CSPD and planned change, represented:
  - a) special education cooperative directors
  - b) special education directors
  - c) related service personnel
  - d) parents
  - e) general education administrators
  - f) general education teachers
  - g) special education teachers

- h) paraprofessionals
- i) institutions of higher education
- j) preschool/early childhood special education personnel

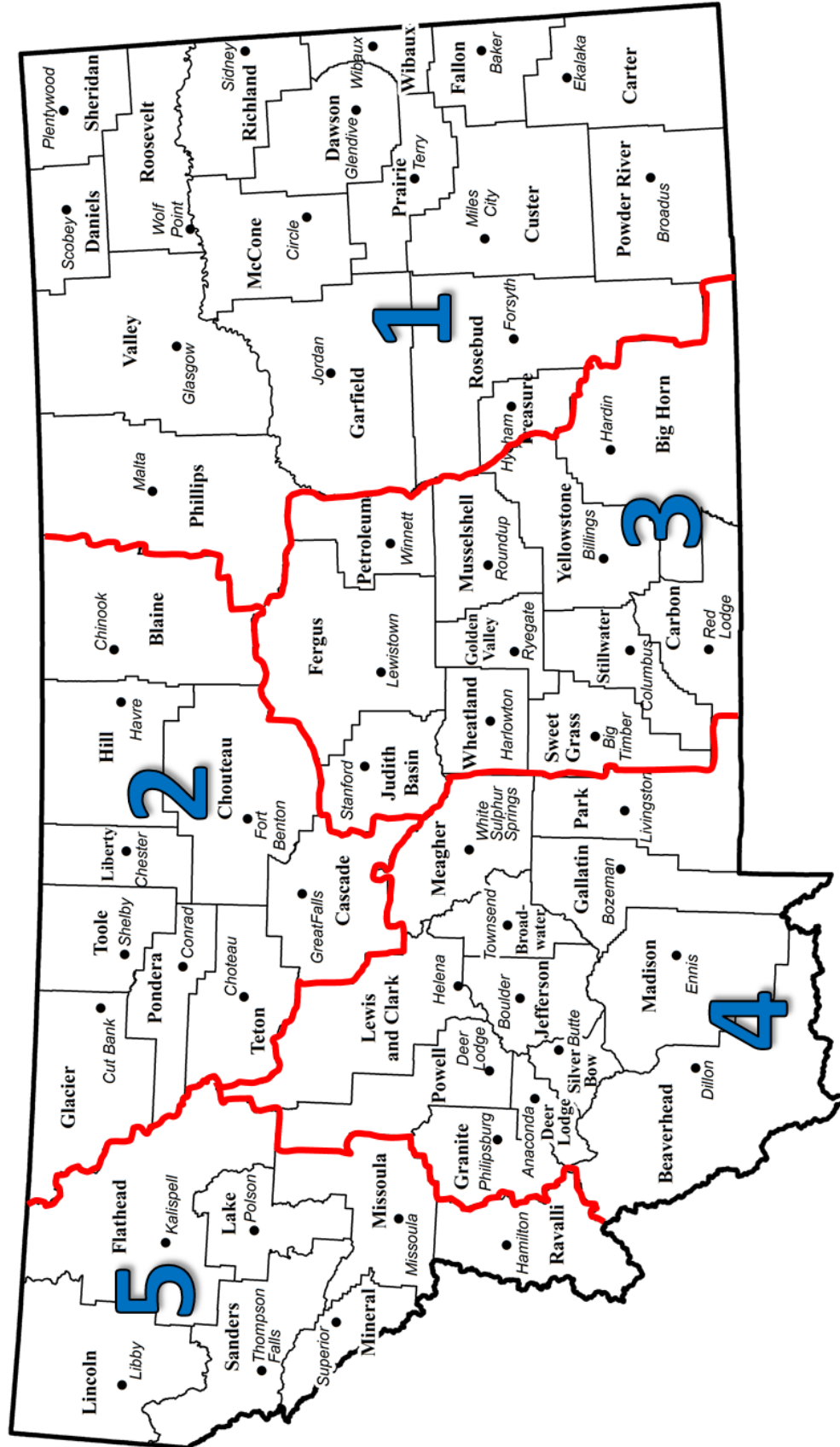
It should be noted that some regional councils have added stakeholders based on regional needs and priorities.

1. On December 9–11, 1993, the team attended a 2 1/2-day strategic planning process, beginning the development of a regional CSPD that would address the procedures required in the CSPD administrative rules and regional priorities.
2. The regional CSPD strategic planning/training was conducted by facilitators trained in CSPD strategic planning by the National CSPD Institute at the Council for Exceptional Children. The National CSPD Institute is directed by Karl Murray.
3. A commitment from regional members to attend at least two follow-up meetings is expected. Travel expenses are reimbursed by the OPI Division of Special Education.
4. The regional team chair attends the State CSPD Council meetings to ensure a link between State and regional groups.
5. Each CSPD region receives funding from the OPI Division of Special Education, Part B discretionary monies. These funds are to be used to implement the components of CSPD based on regional and statewide strategic planning.
6. Regional strategic planning is ongoing; developing a vision, mission, and action plan to improve outcomes for children and to guide change.

## Relationship of Statewide CSPD Councils, Regional CSPD and LEA's



# MONTANA CSPD REGIONS





# COMPREHENSIVE SYSTEM FOR PERSONNEL DEVELOPMENT

Name, Region, CSPD Chairperson  
Address City, State, Zip  
Phone Fax  
[e-mail](#) address

{DATE}

Name  
Organization  
Address  
City, State, Zip

Dear [person's name],

CONGRATULATIONS!! It is with great pleasure that I welcome you to the Region {...} CSPD Council. Your participation as a member of this team should be looked upon as an honor, as well as an opportunity for collaborating, planning, and working with some of this State's top-notch education personnel, representing higher education and community agencies as well as secondary, elementary, and preschool education. Montana is viewed as a national leader in the area of CSPD, and through {NAME}'s expertise and planning we hope to make Montana's CSPD even stronger. CSPD, or Comprehensive System for Personnel Development, is viewed as the means to change and resolve many education issues.

Enclosed you will find an explanation of the Region {...} CSPD Council's vision, mission, goals, and strategic plan. Also, you will find information concerning the State's CSPD efforts.

CSPD involves many aspects of education, from preservice, dissemination, and collaboration to assessment, technical assistance, and inservice training. Planned change will have the ultimate result of better services and programs for Montana's children and families. The Region {...} CSPD Council asks for your commitment to vision, managing planned strategic change for our region.

Being a stakeholder on the Region {...} Council does bring its responsibilities. First, you were selected to be a member of the council because you are viewed as a leader in your area, and, thus, will be expected to share information with your constituents. You are being asked to commit to four meetings during the next three years. As Region {...} CSPD Council Chair, I also serve as the liaison to the State CSPD Council. Our goal is to achieve a statewide coordinated Comprehensive System of Personnel Development.

The Region {...} CSPD Council plans to meet four times during the next school year. The team meets in various places across the region. The Office of Public Instruction, Division of Special Education will reimburse your travel, lodging, and mileage (per diem) at current State rates for each meeting. To assist with travel costs, please try to combine travel with other Council members from your area. Substitute reimbursement is

available for teachers, paraprofessionals, and others. The district clerk/business office will need to bill the OPI Division of Special Education for the substitute time, sending the bill to:

Attn: Susan Bailey-Anderson  
CSPD Coordinator  
Division of Special Education  
PO Box 202501  
Helena, MT 59620-2501

You will only need to provide release time.

The following are the days the Region {V..?} CSPD Council has set aside for meetings during the school year. You will be contacted prior to each meeting to remind you of its importance:

{August 15: time, place}  
{October: time, place}  
{January: time, place}  
{March: time, place}

If you have questions, feel free to call me at {xxx-xxxx}.

Keep in mind that I will be sending your immediate supervisor, Principal; Superintendent, notification of your appointment to the Region {...} CSPD Council. Also, you will be receiving notification of your three-year appointment from the State Superintendent of Public Instruction.

With warm regards,

Name  
Region {...} Council Chairperson

Enclosures

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NAME: \_\_\_\_\_ Date: \_\_\_\_\_

- ☐ **YES, I accept this appointment to Region {V...?} CSPD, and I will commit time to participate in regional meetings and events.**
- ☐ NO, I am unable to participate at this time. Thanks for asking.

# COMPREHENSIVE SYSTEM FOR PERSONNEL DEVELOPMENT

Name, Region, CSPD Chairperson  
Address City, State, Zip  
Phone Fax  
[e-mail](#) address

Principal/ Superintendent/ Supervisor name

Title

Address

City, State, Zip

Dear [person's name],

As the Region {..} CSPD Council Chairperson, I am pleased to announce that {NAME} has been selected to serve on the Region {..} CSPD Council. {NAME}'s participation as a member of this team should be looked upon as an honor, as well as an opportunity for collaborating, planning, and working with some of this State's top-notch education personnel, representing higher education and community agencies as well as secondary, elementary, and preschool education. Montana is viewed as a national leader in the area of CSPD, and through {NAME}'s expertise and planning we hope to make Montana's CSPD even stronger. CSPD, or Comprehensive System for Personnel Development, is viewed as the means to change and resolve many education issues.

Enclosed you will find an explanation of the Region {..} CSPD Council's vision, mission, goals, and strategic plan. CSPD involves many aspects of education, from preservice, dissemination, and collaboration to assessment, technical assistance, and inservice training. Planned change will have the ultimate result of better services and programs for Montana's children and families. As council chairperson, I serve as the liaison to the State CSPD council. Our goal is to achieve a statewide coordinated Comprehensive System of Personnel Development.

Being a stakeholder on the Region {..} Council does bring its responsibilities. First, {NAME} was selected to be a member of the council because {he/she} is viewed as a leader in {his/her} area, and, thus, will be expected to share information with {his/her} constituents. {He/She} is being asked to commit to four meetings during the next school year. The term of commitment to the Regional {..} CSPD Council is three years. The State Superintendent of Public Instruction will officially recognize {NAME}'s appointment.

Travel expenses (per diem), mileage, and lodging will be reimbursed at current State rates for all participating Region {..} CSPD team members. For teachers who are involved, substitute reimbursement will be available. The district

clerk/business office will need to bill the OPI Division of Special Education for the substitute time, sending the bill to:

Attn: Susan Bailey-Anderson  
CSPD Coordinator  
Division of Special Education  
PO Box 202501  
Helena, MT 59620-2501

You will only need to provide release time.

Building a system of service is visionary and provides an opportunity for networking, leadership, and change for all of Montana. Change is a process rather than an event. Region {..} CSPD is committed to being a force for change.

If you have any questions, feel free to contact me at {.....}.

With much appreciation,

CHAIR NAME  
Region {..} CSPD Council Chairperson

Enclosures

**MONTANA**  
**COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)**

**Regional Council Procedures Template**

The following is a template for regional CSPD councils to complete regarding their procedures with implementing CSPD at the regional level. The procedures should be closely aligned with the Montana State CSPD by-laws and administrative rule.

Please complete the sections by explaining how the CSPD region operates in each broad area. Please add other categories that are not listed. Make sure the procedures being used do not violate the State CSPD by-laws or school district/State/federal rules and regulations.

<b>Section 1: Demographics</b>	
1. CSPD Region (name):	
2. Fiscal Agent:	
3. Regional Executive Committee:	
4. Procedures Completed and Date:	
5. Date Approved:	
<b>Section 2: Purpose of Regional Council</b>	
1. Provide a general description of the purpose for the regional CSPD council.	
2. Explain how you align regional CSPD activities with the State by-laws and CSPD administrative rule.	
<b>Section 3: Membership of Regional Council</b>	

3. Explain how the regional council membership is selected.	
4. What is the process for recruiting and hiring the Director and/or Coordinator?	
5. List the CSPD executive positions.	
6. How are members trained and elected to the executive committee?	
7. What is the tenure for the executive committee?	
8. How are members recruited and selected on the regional council?	
9. Explain general meeting procedures. How often do you meet?	
<b>Section 4: Fiscal Issues</b>	
10. Who is the regional CSPD fiscal agent?	
11. How was the fiscal agent chosen?	
12. Who develops the budget?	
13. Who decides how the funds will be spent?	
14. Who is in charge of the fiscal records?	

15. How are the CSPD regional officers trained on the proper use of IDEA/CSPD funds?	
<b>Section 5: Determining Needs</b>	
16. How are regional CSPD training and inservice needs determined?	
17. How do you balance CSPD activities relating to State results driven accountability (i.e., SPP, APR, SSIP) and specific regional needs?	
18. Discuss procedures when using State/Regional data to make CSPD decisions.	
19. Explain how you ensure equitable services throughout the region.	
<b>Section 6: Evaluation</b>	
20. Explain the region's evaluation procedures and how you measure outcomes and impact.	
21. Explain the procedures you use to create an annual fiscal and activities report.	
<b>Section 7: Other</b>	
22. List and explain other regional CSPD issues that might be relevant for this document.	





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# STATE/REGIONAL CSPD ACTIVITIES

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“EVEN IF I KNEW THAT TOMORROW  
THE WORLD WOULD GO TO  
PIECES, I WOULD STILL PLANT  
MY APPLE TREE.”  
-MARTIN LUTHER

# **COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)**

**ACTIVITIES AND PROJECTS • PAST AND PRESENT • 1993-2015**

## **CSPD Projects**

- CSPD State Council (Strategic Plan)
- Regional CSPD Councils
- CSPD Annual Partnership Meeting
- State Performance Plan (SPP) Indicators
- CSPD Report
- Special Education Endorsement Project
- School Psychology Traineeships
- Speech Traineeships
- Parent Support
- Professional Group Support
- Services for Children with Deafness and Blindness
- Assistive Technology Task Force
- Acronym Booklet
- Early Childhood Partnership for Professional Development (ECPPD)
- Resource Directory
- Montana Behavioral Initiative (MBI)
- Montana Teacher Training (HEC) Consortium
- TASK12 Interpreter Assessment and Training Project
- Paraprofessional Consortium
- Paraprofessional Resource Guide
- Transition Outcomes Project with Ed O'Leary
- Transition Conference
- Montana Youth Leadership Forum (MYLF)
- Response to Intervention
- Mentoring with SPDG
  - Co-Teaching
- Mentoring with SAM
  - Special Education Directors

## **Direct Funds to Regions**

Regional CSPD Councils

- \$100,000 per CSPD Region
- \$15,000 per CSPD Region (SPDG)
  - RTI
  - Early Childhood

## A FEW EXAMPLES...

### **Regional CSPD Professional Development**

- Annual CSPD Partnership Meeting
- Inclusion Workshops/Sites
- Paraprofessional Training
- Classroom/Behavior Management
- Technology for Children with Disabilities
- Transition
- ADD/ADHD
- Special Education Foundations/Law Section 504
- Learning Strategies
- Preschool Support
- Fetal Alcohol Syndrome/Effect
- Strategic Tutoring
- MetNet Training for CSPD Committee Members
- Pervasive Developmental Disorder
- Transition Outcomes Project
- Functional Behavior Assessment
- Response to Intervention (RTI)
- Multi-Tiered System of Supports (MTSS)

### **CSPD Collaborations/Partnerships**

- Montana Conference of Education Leadership
- Montana Council for Exceptional Children Conference
- Rural Institute on Disabilities – University of Montana
- HEC Consortium – All Teacher-Training Programs.
- All Teacher Training
- Montana Behavioral Initiative (MBI)
- Educator's Convention (MEA/MFT)
- Parents Lets Unite for Kids (PLUK)
- Mentoring
- Early Assistance with Dispute Resolution
- MBI and RTI Consultants – Monitoring
- OSEP CEEDAR Center and HEC





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# PROFESSIONAL DEVELOPMENT STANDARDS AND EVALUATION

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“THE PRICE OF GREATNESS IS  
RESPONSIBILITY.”  
-WINSTON CHURCHILL

## **PROFESSIONAL DEVELOPMENT IMPLEMENTATION LEVELS**

Based on Thomas Guskey Research

Research of best practices for school instructional personnel indicate that professional development should be related to student-learning outcomes and aligned with state content standards, local district needs and school improvement goals. As the level of professional development becomes more specific, job-embedded, and long term, additional review of data on teacher and student performance must be included.

### **Level I: Awareness**

Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop awareness, and a basic understanding of the topic/skill. Level I Training may be as short as 2-3 hours with individual or team participation.

Intended Audience: All school personnel including certified staff, classified staff, school board members, and administrators in Montana.

Example: Motivational Speaker, Introductory Workshop, Delivery of Essential Understandings, Webinars.

### **Level II: Deeper Understanding and Initial Implementation**

Professional development at this level provides opportunities to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants will plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job-embedded than Level I. Level II Training may be ongoing with opportunities for practice and follow-up sessions and individual or team participation.

Intended Audience: classroom teachers, para-educators, administrators, and other school personnel as appropriate.

Example: Practice, Institutes, Professional-learning groups, Multi-session trainings, Webinars, Online threaded discussions.

### **Level III: Systemic Targeted Implementation**

Level III Professional Development supports team and/or organizational change. Professional development at this level provides high-quality, job-embedded, sustained training in strategies for developing, implementing and evaluating learning experiences that are:

- based on goals,
- aligned with standards, and
- exemplify best instructional practices.

Instructional personnel will require additional time to implement the topic/skill.

Professional development at this level measurably impacts practice in the classroom and other

school areas.

Intended Audience: administrators, teachers, and other school or consortium personnel team as appropriate for the school/district size.

Example: Consulting, coaching instructional personnel, continued team planning and problem solving in the implementation of an initiative.

#### Level IV: Fidelity of Implementation and Culture Change

Professional development at this level could be two-fold: a train-the-trainer event or on-site coaching/training. It continues to build on previous levels and supports culture change to focus on the degree and quality of implementation for increased student outcomes. This professional development creates and sustains a network of experienced educators who assess and support the application of new knowledge and skills.

Level IV Professional Development will train participants to provide ongoing support and guidance, identify areas of need for additional support, and disseminate the ideas and methods that exemplify best practices in instruction.

Intended Audience: trainers/coaches of school personnel and education leaders.

Examples: Side-by-side coaching, direct observations, self-reflection, teacher interviews, observing lessons or training the trainer/coach to do so.



**Title of Training**  
**Date of Training**  
**Location of Training**  
**Sponsored by CSPD**

	<b>Strongly Agree</b>			<b>Strongly Disagree</b>
The presenter(s) was well prepared and organized.	4	3	2	1
The presenter(s) demonstrated thorough knowledge of the topic.	4	3	2	1
The training provided me with valuable information.	4	3	2	1
I will be able to apply what I learned.	4	3	2	1
The activities were engaging and enhanced my learning.	4	3	2	1
Relevant examples were used to enhance concepts.	4	3	2	1
The presenter(s) solicited questions from the audience.	4	3	2	1
Questions were well answered.	4	3	2	1
I was given an opportunity to reflect on the content, strategies, and resources that were presented and discuss them with other participants.	4	3	2	1
Overall, how helpful was this training.	4	3	2	1

As a result of participating in this training, list two strategies you can implement in your setting to improve student/child outcomes:

- 

- 

For future trainings, what topics would be most helpful in performing your job?

Any other comments?

Objectives?

Level I Training (revision date 10/14)

Denise Juneau, Superintendent • Montana Office of Public Instruction • [www.opi.mt.gov](http://www.opi.mt.gov)

**Title of Training**  
**Date of Training**  
**Location of Training**  
**Sponsored by CSPD**

	<b>Strongly Agree</b>			<b>Strongly Disagree</b>	
The presenter(s) was well prepared and organized.	4	3	2	1	
The presenter(s) demonstrated thorough knowledge of the topic.	4	3	2	1	
The training provided me with valuable information.	4	3	2	1	
I will be able to apply what I learned.	4	3	2	1	
If offered, how useful were the hands-on activities.	4	3	2	1	N/A
If offered, how useful was the collaborative learning with other participants.	4	3	2	1	N/A
I was given an opportunity to reflect on the content, strategies, and resources that were presented and discuss them with other participants.	4	3	2	1	
Overall, how helpful was this training.	4	3	2	1	

Objective 1	4	3	2	1	
Objective 2	4	3	2	1	
Objective 3	4	3	2	1	

As a result of participating in this training, list two strategies you can implement in your setting to improve student/child outcomes:

- 
- 

For future trainings, what topics would be most helpful in performing your job?

Any other comments?

**Level II Training (revised 10/14)**

Denise Juneau, Superintendent • Montana Office of Public Instruction • [www.opi.mt.gov](http://www.opi.mt.gov)

**Title of Training**  
**Date of Training**  
**Location of Training**  
**Sponsored by CSPD**

	<b>Strongly Agree</b>			<b>Strongly Disagree</b>
The presenter(s) was well prepared and organized.	4	3	2	1
The presenter(s) demonstrated thorough knowledge of the topic.	4	3	2	1
The training provided me with valuable information.	4	3	2	1
I will be able to apply what I learned.	4	3	2	1
The content addresses one or more of our team/organization's priorities for improvement.	4	3	2	1
I was given an opportunity to reflect on the content, strategies, and resources that were presented and discuss them with other participants.	4	3	2	1
Overall, how helpful was this training.	4	3	2	1

As a result of participating in this training, list two strategies you can implement in your setting to improve student/child outcomes:

•

•

For future training, what topics would be most helpful in performing your job?

Any other comments?

**Level III Training (revised 10/14)**

Denise Juneau, Superintendent • Montana Office of Public Instruction • [www.opi.mt.gov](http://www.opi.mt.gov)

**Title of Training**  
**Date of Training**  
**Location of Training**  
**Sponsored by CSPD**

	<b>Strongly Agree</b>			<b>Strongly Disagree</b>
The facilitator(s) was well prepared and organized.	4	3	2	1
The facilitator(s) demonstrated thorough knowledge of the topic.	4	3	2	1
The facilitator(s) modeled adult learning strategies.	4	3	2	1
I will be able to apply what I learned.	4	3	2	1
I was given an opportunity to reflect on the content, strategies, and resources that were presented and discuss them with other participants.	4	3	2	1
Overall, how helpful was this training.	4	3	2	1

Objective 1	4	3	2	1
Objective 2	4	3	2	1
Objective 3	4	3	2	1

As a result of participating in this training, list two strategies you can implement in your setting to improve student/child outcomes:

- 
- 

For future trainings, what topics would be most helpful in performing your job?

Any other comments?

Level IV Training (revised 10/14)

Denise Juneau, Superintendent • Montana Office of Public Instruction • [www.opi.mt.gov](http://www.opi.mt.gov)





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# STRATEGIC PLANNING: A CONTINUOUS PROCESS

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“IT IS IN YOUR MOMENTS OF  
DECISION THAT YOUR  
DESTINY IS SHAPED.”

-TONY ROBBINS

# STRATEGIC PLANNING: A CONTINUOUS PROCESS

THE NEXT FEW PAGES OUTLINE BASIC PRINCIPLES OF STRATEGIC PLANNING AND PROBLEM SOLVING THAT ARE USED BY MONTANA CSPD.

## 1. **Current Reality**

*Taking an honest look at reality: strengths, vulnerabilities, trends, and big questions.*

Other terms: needs assessment, environmental scan

## 2. **Vision**

*Creating a picture of the future: what will it look like?*

Other terms: dream, intentions, desires

## 3. **Blocks**

*Getting to the root cause: what is standing in the way of the vision?*

Other terms: issues, challenges, barriers, contradictions

*Another way to think of blocks is to use the metaphor “face of the enemy.” Pogo is credited with having said something like: “We looked the enemy in the face and then was us.” Uncovering blocks requires an honest look at the current reality in order to expose the real, or root, cause—that which is keeping us from moving toward our vision.*

## 4. **Strategic Directions**

*Identifying the new: what will it take to get around the blocks?*

Other terms: goals

Things to look for: verbs, action that is substantive and systemic

Brainstorm actions (bold moves) and create goals.

## 5. **Action Plan**

*Focus on directions or goals and determine priority actions.*

Other terms: objectives

Things to consider: timelines, doable action, relevant action

At a minimum, the plan should contain a list of priority actions with projected timelines.

## 6. **Implementation Plan**

*Making commitments to carry out priority actions.*

Things to consider: keeping implementation focused on 3-month intervals

At a minimum, the plan should contain the specific steps for implementing a priority action, a timeline, who is responsible, and who needs to be involved. This plan may also contain indicators of completion.





# STRATEGIC PLANNING CRITICAL QUESTIONS

**Current Reality:** What do we know about the situation? What data do we have? What perceptions do we have? What led to the problem? What is working? What is not working? What questions do we have? What might be happening around us that we need to consider when resolving this problem?

**Vision:** What do we want to be different when this problem is resolved? What is our expected outcome? What do we want things to look like—both immediately and over the long term? (Note: in a problem-solving process, it may be necessary to recognize an immediate “quick fix,” as well as a more long-term desired change.)

**Blocks:** What is the root cause of our problem? What are we doing to create the problem, or how are we contributing to the problem, inadvertently or intentionally?

**Strategic Directions:** What ideas do we have to resolve this problem? (Include both short- and long-term actions if needed; use this as a brainstorm activity.)

**Action/Implementation Plan:** Of all the ideas we generated, which are the most doable? Which will most likely lead to the desired result? Is there a need to take a short-term action while we work on a more long-term solution? If we look at what we know from past experience, are there any actions that might lead to unintended consequences?

Using the above questions can help narrow the brainstorm list to a few that are doable, realistic, and most likely to resolve the problem. When you have chosen the desired action, then complete the implementation plan by asking: What steps do we agree to take? Who is going to do what? By when? How will we know if the problem is resolved? Do we need any further meetings?



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# MONTANA CSPD STRATEGIC PLAN

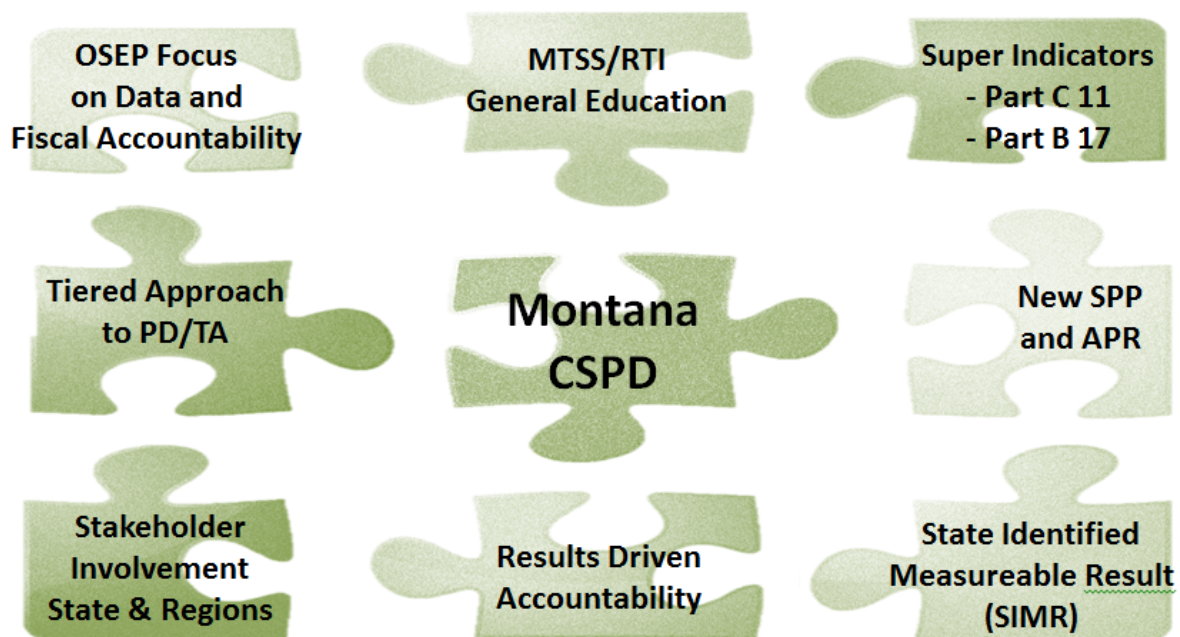
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THIS SECTION PROVIDES INFORMATION ON  
THE MONTANA CSPD VISION, MISSION,  
AND STRATEGIC PLAN FOR 2014-2019

“INVENT YOUR FUTURE  
OR SOMEONE WILL INVENT  
IT FOR YOU.”

-JOEL BARKER

## Education Environmental Factors



# **Montana Comprehensive System of Personnel Development (CSPD)**

**Thinking about the current education environment, what are the current issues that could impact our vision and mission?**

## **ENVIRONMENT SCAN**

**August 2014**

- Accountability in Special and General Education (3)
- Alternate Assessment/New Assessment: Smarter Balance
- APR
- Better name recognition – know who CSPD is and what we do (2)
- Changes in federal reporting accountability in how money is spent – must have a direct impact on student achievement
- Changes in how PD is delivered
- Changing Leadership in Special Education Division/New Superintendent
- Collaborating with other agencies – will be impacted by less flexible funding
- Concept of Regional Teaming (Liaison – MBI – RTI – SAM)
- Cut in working money. Change nominal fees to help not being able to provide more training.
- Data accountability over burden
- Diversion of funds to private/charter
- Early Childhood – universal pre-school (2)
- EPAS – Teacher Evaluation
- Federalization of Education (2)
- Funding (3)
- Funding/PD offered to specific districts how can we meet all the needs
- JJ – School to prison pipeline
- Lack of funds at district level (2)
- Less flexibility with teaching staff availability.
- Less substitutes – harder to get teachers out of classroom. (3)
- Lots of work to do
- MCC
- Mental Health (lack of supports, private entities)
- Montana Content Standards (4)
- More meetings far away, not necessarily CSPD but MPPLN, \$ driven with little result. (2)
- More onsite trainings requested.
- More PD offered

- More site based Professional Development (PLC's)
- MTSS/RTI (2)
- Need for PD to be ongoing – no more “sage on the stage”
- Office Politics (2)
- Ongoing process of PD rather than episodic (2)
- Online PD – becoming more user friendly (2)
- OSEP Monitoring
- PD geared to performance indicators (making the match!)
- PD offered to specific schools/districts within current funding money
- Preschool initiatives (2)
- Pre-service
- Professional Development Delivery (on-line, Teachers in Classroom, flexible)
- RDA (3)
- Recruitment/Retention (Teacher, administration, state)
- RESA (2)
- Research regarding coaching model in regards to sustainability of PD.
- Retention
- School Mental Health becoming part of the system
- Smarter Balanced Assessment
- SSIP/SIMR
- Suicide Prevention
- Teacher/Specialist shortage
- Teams of school personnel instead of individual participants
- Technology is ever changing(state reports, state assessment, student needs) (4)
- Tiered approach to PD (2)
- Trauma informed care – movement to schools
- Updates of Chapter 55 accreditation standards and Chapter 58 PEPPS
- Urgency from current Administration to get certain programs/projects – sustainability

# **Montana Comprehensive System of Personnel Development (CSPD)**

**What are the core values and beliefs that influence the  
Montana CSPD vision and mission?**

## **CORE VALUES AND BELIEFS**

**August 2014**

- All children (14)
- All schools deserve high quality PD (2)
- Equity in access (2)
- Improve results and outcomes for kids
- Quality outcomes for all students (2)
- CSPD is responsive – evolving continues to change
- CSPD reaches the local districts – available to everyone
- Coaching is key to effective PD
- Learning for educators is ongoing – never ends
- Listening
- Mentoring (2)
- Partnerships (6)
- Relationships (7)
- Networking/sharing ideas and resources (2)
- Inclusion – all voices are welcome and valued (2)
- Collaboration (3)
- Appropriate dispositions
- Cohesive regionalization
- Data-Driven
- Diversity of our State (4)
- Diversity on the state and regional councils
- Forward thinking – anticipating future needs, programs

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## Montana Comprehensive System of Personnel Development (CSPD)

State Council

### VISION

Montana CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth with disabilities.

Montana CSPD is a unified personnel development system that ensures **quality outcomes** for **ALL** children and youth.

2001-2014



2014 Revised

### MISSION

To this end, the mission of CSPD will be to value and promote services that:

- i. are proactive and flexible in meeting the needs of children and youth
- ii. are unified and integrated through a partnership of families, schools, agencies, and communities
- iii. ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others
- iv. evaluate and disseminate best practices and achievements through ongoing, high-quality professional development
- v. encourage sensitivity to individual differences by recognizing cultural and ethnic diversity
- vi. support the recruitment and retention of high quality education personnel
- vii. are seen as a series of interdependent stages of continuous growth for personnel
- viii. are designed to meet individual needs delivered through personalized, accessible, and practical formats
- ix. are based on the use of SPP/APR/SSIP data to help establish professional development activities

To this end, the mission of CSPD will be to value and promote **quality education programs and** services that:

- i. are proactive and flexible in meeting the needs of children and youth
- ii. are unified and integrated through a partnership of families, schools, agencies, and communities
- iii. **promote interdisciplinary professional development**
- iv. ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others
- v. evaluate and disseminate best practices **(evidence based/research based)** and achievements through ongoing, high-quality professional development
- vi. encourage sensitivity to individual differences by recognizing cultural and ethnic diversity
- vii. support the recruitment and retention of high quality educational personnel
- viii. are designed to meet individual needs delivered through personalized, accessible, and practical formats **to ensure continuous growth**
- ix. are based on the use of **current, relevant** data to help establish professional development activities

# CSPD PRIORITIES

## 1. Enhancing CSPD/State Policies/Systems

- *Broaden stakeholder representation to move toward professional development councils*
- Market CSPD to educators and administrators through a brochure and website
- Obtain current APR and SSIP data from OPI
- Update and disseminate database of technical assistance/in-service providers

## 2. Evaluating and Disseminating Findings

- *Assess, review, and summarize existing data*

## 3. Addressing Personnel Shortages

- Develop and implement a mentoring workgroup
- Develop and implement a workgroup for the recruitment and retention of qualified staff

## 4. Building Preservice System Capacity

- *Sustain and support the Higher Education Consortium (HEC)*

## 5. Enhancing Existing Educational Systems

- Provide professional development options with a focus on:
  - strategies for general educators to respond to the needs of children with disabilities
    - ✓ Instructional strategies
    - ✓ Assessment and grading
    - ✓ Aligning with State standards
  - strategies to address post-secondary transition, with an emphasis on culturally sensitive transition plans that address Native American populations

# STATE CSPD ACTION PLAN (Revised 10-1-15)

## Number 1: Enhancing CSPD/State policies/systems

<b>Priority Actions</b>	<b>Who</b>	<b>Timelines</b>	<b>Evaluation</b>
<b>1. Market CSPD</b>			
<i>a. CSPD component in the Special Education Report to the Board of Ed and Legislature</i>			
<i>b. Market CSPD brochure and website to educators and administrators</i>			
<i>c. Update brochure</i>			
<i>d. Connect with other organizations (PLUK, SAM, Rural Institute, Higher Ed, etc.)</i>			
<i>e. Update and disseminate database of inservice/technical assistance providers (MPPLN)</i>			
<b>2. Differentiate roles of State and regional CSPD</b>			
<i>a. Add job descriptions to orientation manual that outline differences</i>			
<i>b. Flowchart of roles</i>			
<i>c. Support regions with assistance through FTE</i>			
<b>3. *Broaden stakeholder representation at the state and regional levels</b>			
<i>a. Attend professional development discussions (MPPLN, ECPPD, etc)</i>			

# STATE CSPD ACTION PLAN

Number 1: Enhancing CSPD/State policies/systems (continued)

<b><i>Priority Actions</i></b>	<b><i>Who</i></b>	<b><i>Timelines</i></b>	<b><i>Evaluation</i></b>
<b>4. Obtain APR, SSIP data, and existing data for targeted professional development and targeted technical assistance</b>			
<b>5. Share resources between regions</b> <ul style="list-style-type: none"> <li>➤ <i>Emphasize success</i></li> <li>➤ <i>Highlight connections</i></li> <li>➤ <i>Identify goals and projects</i></li> </ul>			
<b>6. Keep mailing list current</b>			
<b>7. Create a link between CSPD Part B with other State programs (Mental Health, Juvenile Probation, Montana Milestones-Part C, Vocational Rehabilitation, Title I, etc.)</b>			

# STATE CSPD ACTION PLAN

Number 2: Evaluating and disseminating findings

<b><i>Priority Actions</i></b>	<b><i>Who</i></b>	<b><i>Timelines</i></b>	<b><i>Evaluation</i></b>
<b>1. *Assess, review, and summarize existing data</b>			
<i>a. Collect data from regional trainings done so far</i>			
<i>b. Review data to determine what is needed</i>			

Number 2: Evaluating and disseminating findings (cont.)			
<b>2. Develop the means to evaluate the impact of past efforts</b>			
<b>3. Develop strategies and tools for future evaluation efforts</b>			
a) <i>review/revise forms to provide information about impact/outcome data</i>			
b) <i>design data-collection format and disseminate to regional chairs</i>			
c) <i>develop evaluation process strategies</i>			
<b>4. Disseminate data collected to regions/IHE's and others (including legislature)</b>			

## STATE CSPD ACTION PLAN

Number 3: Addressing personnel shortages **Denielle and Susan will work on this step**

<b>Priority Actions</b>	<b>Who</b>	<b>Timelines</b>	<b>Evaluation</b>
<b>1. **Develop and implement a recruitment/retention task force</b>			
c. Involve high school students in volunteer/school to work programs in special education			
d. Develop special education experiences for general education preservice teachers			
e. Develop training programs with tribal colleges to recruit Native American students into special education preservice training			

f. Work with high school counselors to implement internships for high school students working with students with disabilities			
g. Recruit retired teachers from other States and from within the State; investigate job-sharing to attract people from retirement			
h. Recruit paraeducators into teacher education programs			

Number 3: Addressing personnel shortages (continued)

<b>Priority Actions</b>	<b>Who</b>	<b>Timelines</b>	<b>Evaluation</b>
<i>1. Set up partnerships with nearby States to enable MT students to attend their programs (tuition/slots, etc.) for speech and occupational therapy.</i>			
a. Research programs exist in neighboring States			
b. **Revive Partnership for Speech/Language Services to work on this issue, including MASHA and other stakeholders—parent, co-op director, OPI, higher education, licensure, legislator			
c. Establish relationships with the IHE for in-school experiences/internships for speech/PT/OT			
d. Establish funding source for intern stipends (federal, State, local funds, etc.)			
e. Establish out-of-State fee waivers for Montana students—EWU – OT program; Minot State – Speech			
f. Promote and strengthen high school awareness			
g. Establish scholarships for related service programs			

h. Increase salaries/creative incentives to attract related service personnel			
i. Support students attending out-of-State programs			
j. Develop legislative presentation			

Number 3: Addressing personnel shortages (continued)

<b>Priority Actions</b>	<b>Who</b>	<b>Timelines</b>	<b>Evaluation</b>
<b>3. Develop and implement a mentoring task force to determine a system that is more supportive of personnel as they go into field**</b>			
a. Include present, preservice, and high school personnel			
b. Exchange ideas and information; research existing mentoring programs			
c. Identify cadres of teachers REGIONALLY who would be available/willing to participate			
d. Develop a matrix/comparison of State programs in existence: Great Falls, Havre, Billings, Endorsement Project, OT/PT organization, MEA/MFT			
e. Ask regions to come up with a list of mentor candidates			
f. Remind regional chair			
g. Provide information/training to regions on how to mentor new personnel			
h. Work to develop in-State programs that are currently missing			



<i>i. Provide training to rural areas in order to allow local residents to become qualified</i> <ul style="list-style-type: none"> <li>Facilitate local use of existing programs</li> </ul>			
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## STATE CSPD ACTION PLAN

### Number 4: Building preservice system capacity

<b>Priority Actions</b>	<b>Who</b>	<b>Timelines</b>	<b>Evaluation</b>
<b>1. Collaborate with the Higher Education Consortium (HEC)</b>			
a. Continue to work with TAESE to facilitate the meetings (2x a year)			
b. Establish a feedback loop to the universities to provide information regarding special education teacher preparation			
c. Work with HEC to identify “hot topics” in education and provide faculty professional development			
d. Ensure communication between HEC, State CSPD Council and Regional Councils <ul style="list-style-type: none"> <li>HEC representatives on Regional CSPD</li> <li>CSPD Coordinator attends HEC</li> </ul>			
e. Establish relations with other professional organizations to create higher education curriculum			
f. CSPD higher education representatives should advocate for change within their own system.			

<b>2. Collaborate with the CEEDAR Center to further the work of the universities to better prepare preservice teachers to work with students with disabilities.</b>			
<i>a. Review the State CEEDAR Blueprint and identify ways to involve State and Regional CSPD</i>			
<i>b. Review the university CEEDAR Blueprints to identify gaps and ways to work together</i>			
<i>c. Review CEEDAR Center website and become familiar with the Innovations Configurations</i>			
<i>d. Invite CEEDAR university representatives to State and Regional CSPD meetings.</i>			

## STATE CSPD ACTION PLAN

Number 5: Enhancing existing educational systems

<b><i>Priority Actions</i></b>	<b><i>Who</i></b>	<b><i>Timelines</i></b>	<b><i>Evaluation</i></b>
<b>1. Identify current best practices on different ways to provide professional development (based on needs assessment) and disseminate to all stakeholders, including educators, administrators, and community agencies</b>			
<i>a. Research different ways to provide professional development and technical assistance.</i>			

<i>b. Provide training on different methods for professional development and organizational tasks</i>			
<i>c. Provide paraeducator training/incentives</i>			
<i>d. Develop effective training model with technical assistance follow-up</i>			
<b>2. Provide training and technical assistance to respond to the needs of <u>all</u> children, families, and communities</b>			
<b>3. Provide professional development and technical assistance with an emphasis on post-secondary transition</b>			
<b>4. Provide professional development and technical assistance with an emphasis on increasing graduation rates for <u>all</u> students (Indicator 17)</b>			

# STATE CSPD ACTION PLAN

## Big Questions

- How will we address personnel shortages (i.e., speech, OT/PT, and special education teachers)?
- How do we make CSPD personnel development for ALL?
- How do we ensure a better execution of initial (preservice) teacher preparation for general and special education?
- How do we mentor and retain new teachers?
- How do we deliver personnel inservice in ways that increase accessibility?
- How do we address funding issues?
- How do we address the availability of related services in rural areas?
- How do we encourage participation in CSPD-related activities?
- What additional incentives can a district provide to recruit and retain personnel?

## Trends

- Pulling together of general and special education into a more cohesive group
- Losing teachers, service providers, and administrators to other States
- Underfunding of education at State level
- Increased litigation
- Emphasis on outcomes and accountability in education
- Emphasis on behavior strategies—proactive approaches
- Increasing number of kids with behavioral challenges
- Standards movement
- Assessments
- Teacher certification reciprocity (other States)
- Doing more with less

## Vision of what we are moving toward:

### **Montana CSPD is a unified personnel development system that ensures quality education for all children**

*From 1999 (to refer to in future):*

#### *Adequate, Accessible Resources*

- Applicable, varied, and adequate resources
- Shared resources – agency, State, federal, local
- Regional coordinators
- State-coordinated headhunters
- Adequate preparation and training dollars
- On-time, specialized technical assistance
- Equal access to training
- More bang for your buck

*Interdependent, Purposeful, Sustained Professional Development*

- Seamless, purposeful professional development
- “Streams into rivers”; agencies into networks; training into outcomes
- Planned – preservice through inservice
- Responsive to individual needs
- Training – grassroots-based, personalized, accessible, practical
- Reality-based personnel preparation
- Available, appropriate training
- Cross-curricular training activities

#### *Integrated, Equalized Network*

- Single interagency training network
- Heterogeneous education teams that include community human service agencies
- Built on local relationships and connections
- Inclusive, integrated partnerships
- Equally controlled collaboration
- Integrated, comprehensive system
- Effective, supportive services

#### *Competent, Valued Personnel*

- Outcomes measurable for professionals
- Accommodate diversity
- Teams of educators prepared for invisible service delivery
- MBI – maintained and improved

#### *Productive, Involved Citizens*

- Participating, productive citizens
- Outcomes – measurable, child
- Sustaining, supportive village
- Results in successful transitions
- MBI – maintained and improved

#### *Potent, Informed Advocacy*

- Communication with stakeholders, public, and policy makers
- Advocacy – fiscal, equalization, child/educators

#### *Effective, Responsive Leadership*

- Leadership – collaborative, interagency, dynamic, experienced, responsive, visionary, effective
- LEA district support for continuing education and follow-up

### ***Barriers to Our Vision:***

Low salaries and benefits make it difficult to retain and attract personnel.

- Salary/benefits
- Personnel not available (training, compensation, benefits)

Resources are constrained by single source of funding and size or location of schools.

- Unequal access to resources because of size or location
- CSPD has single funding source – needs varied support
- Hiring expertise but not developing it because of limited resources
- Economic changes

Limited legislative support and changing governmental demands keep CSPD a low priority.

- Governmental changes
- Limited legislative support for kids (education, mental health, social services)

People feel comfortable doing things the way they have always done them, tending to cling to old paradigms.

- Clinging to local control (district, agency, university)
- Rugged individualism
- Fear of change
- Perceived set of rules/laws that prohibit people from completing goals, tasks, or ideas
- Reactive rather than proactive
- Acceptance of technology (fear of . . .)
- Leaders who are not current with best practices

Personnel do not have a shared vision, both within and across schools/agencies.

- Individual agendas interfere with team approach
- Varying shared vision with general education and administrative support
- Key personnel in schools and agencies do not share a common vision
- Leaders who are not current with best practices

Everyone wears multiple hats and must respond to conflicting demands for commitment.

- Trainers and resources do not mentor others or reach areas where training is needed.
- Time constraints due to commitments
- Too many meetings – not enough action
- System is personnel dependent
- Limited commitments

Different cultures, current isolated practices, distrust, and inconsistent communication across agencies preserve the complexity of implementing integrated system change.

- Complexity of implementing integrated training system
- Instability of mental health services
- Buy-in from other agencies – financial and programmatic
- Different cultures across agencies
- Inconsistent meaningful communication between agencies

People across the State do not know about or understand CSPD support and resources.

- General awareness of CSPD – recognition, marketing
- CSPD only known for special education
- CSPD only known for inservice
- Name too hard to understand (becoming more well-known)



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# STATE AND FEDERAL CSPD REGULATIONS

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INDIVIDUALS WITH  
DISABILITIES EDUCATION  
ACT — PL 108-446

THE FOLLOWING ARE THE IDEA REGULATIONS  
PERTAINING TO CSPD REQUIREMENTS.

“THOUSANDS OF CANDLES CAN BE  
LIGHTED FROM A SINGLE CANDLE,  
AND THE LIFE OF THE CANDLE  
WILL NOT BE SHORTENED.  
HAPPINESS NEVER DECREASES  
BY BEING SHARED.”

-BUDDHA

# **PROFESSIONAL DEVELOPMENT, PERSONNEL QUALIFICATIONS, AND PERSONNEL DEVELOPMENT IN IDEA REGULATIONS**

## **§300.18 Highly qualified special education teachers.**

**(a)** *Requirements for special education teachers teaching core academic subjects.* For any public elementary or secondary school special education teacher teaching core academic subjects, the term *highly qualified* has the meaning given the term in section 9101 of the ESEA and 34 CFR 200.56, except that the requirements for highly qualified also—

- (1)** Include the requirements described in paragraph (b) of this section; and
- (2)** Include the option for teachers to meet the requirements of section 9101 of the ESEA by meeting the requirements of paragraphs (c) and (d) of this section.

**(b)** *Requirements for special education teachers in general.*

**(1)** When used with respect to any public elementary school or secondary school special education teacher teaching in a State, highly qualified requires that—

- (i)** The teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, highly qualified means that the teacher meets the certification or licensing requirements, if any, set forth in the State's public charter school law;
- (ii)** The teacher has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
- (iii)** The teacher holds at least a bachelor's degree.

**(2)** A teacher will be considered to meet the standard in paragraph (b)(1)(i) of this section if that teacher is participating in an alternative route to special education certification program under which—

**(i)** The teacher—

**(A)** Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;



- (B)** Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
  - (C)** Assumes functions as a teacher only for a specified period of time not to exceed three years; and
  - (D)** Demonstrates satisfactory progress toward full certification as prescribed by the State; and
- (ii)** The State ensures, through its certification and licensure process, that the provisions in paragraph (b)(2)(i) of this section are met.
- (3)** Any public elementary school or secondary school special education teacher teaching in a State, who is not teaching a core academic subject, is highly qualified if the teacher meets the requirements in paragraph (b)(1) or the requirements in (b)(1)(iii) and (b)(2) of this section.
- (c)** *Requirements for special education teachers teaching to alternate academic achievement standards.* When used with respect to a special education teacher who teaches core academic subjects exclusively to children who are assessed against alternate academic achievement standards established under 34 CFR 200.1(d), highly qualified means the teacher, whether new or not new to the profession, may either—
- (1)** Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56 for any elementary, middle, or secondary school teacher who is new or not new to the profession; or
  - (2)** Meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher, or, in the case of instruction above the elementary level, meet the requirements of paragraph (B) or (C) of section 9101(23) of the ESEA as applied to an elementary school teacher and have subject matter knowledge appropriate to the level of instruction being provided and needed to effectively teach to those alternate academic achievement standards, as determined by the State.
- (d)** *Requirements for special education teachers teaching multiple subjects.* Subject to paragraph (e) of this section, when used with respect to a special education teacher who teaches two or more core academic subjects exclusively to children with disabilities, highly qualified means that the teacher may either—
- (1)** Meet the applicable requirements of section 9101 of the ESEA and 34 CFR 200.56(b) or (c);
  - (2)** In the case of a teacher who is not new to the profession, demonstrate competence in all the core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher who is not new to the profession under 34 CFR 200.56(c) which may include a single, high objective uniform State standard of evaluation (HOSSE) covering multiple subjects; or

- (3) In the case of a new special education teacher who teaches multiple subjects and who is highly qualified in mathematics, language arts, or science, demonstrate, not later than two years after the date of employment, competence in the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher under 34 CFR 200.56(c), which may include a single HOUSSE covering multiple subjects.
- (e) *Separate HOUSSE standards for special education teachers.* Provided that any adaptations of the State's HOUSSE would not establish a lower standard for the content knowledge requirements for special education teachers and meet all the requirements for a HOUSSE for regular education teachers—
- (1) A State may develop a separate HOUSSE for special education teachers; and
- (2) The standards described in paragraph (e)(1) of this section may include single HOUSSE evaluations that cover multiple subjects.
- (f) *Rule of construction.* Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or class of students for the failure of a particular SEA or LEA employee to be highly qualified, or to prevent a parent from filing a complaint under §§300.151 through 300.153 about staff qualifications with the SEA as provided for under this part.
- (g) *Applicability of definition to ESEA; and clarification of new special education teacher.*
- (1) A teacher who is highly qualified under this section is considered highly qualified for purposes of the ESEA.
- (2) For purposes of §300.18(d)(3), a fully certified regular education teacher who subsequently becomes fully certified or licensed as a special education teacher is a new special education teacher when first hired as a special education teacher.
- (h) *Private school teachers not covered.* The requirements in this section do not apply to teachers hired by private elementary schools and secondary schools including private school teachers hired or contracted by LEAs to provide equitable services to parentally-placed private school children with disabilities under §300.138.

(Authority: 20 U.S.C. 1401(10))

[71 FR 46753, Aug. 14, 2006, as amended at 72 FR 61306, Oct. 30, 2007]

### **§300.156 Personnel qualifications.**

- (a) *General.* The SEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

- (b) *Related services personnel and paraprofessionals.* The qualifications under paragraph (a) of this section must include qualifications for related services personnel and paraprofessionals that—
- (1) Are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and
  - (2) Ensure that related services personnel who deliver services in their discipline or profession—
    - (i) Meet the requirements of paragraph (b)(1) of this section; and
    - (ii) Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and
    - (iii) Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.
- (c) *Qualifications for special education teachers.* The qualifications described in paragraph (a) of this section must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school is highly qualified as a special education teacher by the deadline established in section 1119(a)(2) of the ESEA.
- (d) *Policy.* In implementing this section, a State must adopt a policy that includes a requirement that LEAs in the State take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services under this part to children with disabilities.
- (e) *Rule of construction.* Notwithstanding any other individual right of action that a parent or student may maintain under this part, nothing in this part shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a particular SEA or LEA employee to be highly qualified, or to prevent a parent from filing a complaint about staff qualifications with the SEA as provided for under this part.

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: 20 U.S.C. 1412(a)(14))

### **§300.207 Personnel development.**

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2122 of the ESEA.

(Approved by the Office of Management and Budget under control number 1820-0600)

(Authority: 20 U.S.C. 1413(a)(3))

### **§300.226 Early intervening services.**

- (a) *General.* An LEA may not use more than 15 percent of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to §300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. (See appendix D for examples of how §300.205(d), regarding local maintenance of effort, and §300.226(a) affect one another.)
- (b) *Activities.* In implementing coordinated, early intervening services under this section, an LEA may carry out activities that include—
- (1) Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
  - (2) Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
- (c) *Construction.* Nothing in this section shall be construed to either limit or create a right to FAPE under Part B of the Act or to delay appropriate evaluation of a child suspected of having a disability.
- (d) *Reporting.* Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the SEA on—
- (1) The number of children served under this section who received early intervening services; and
  - (2) The number of children served under this section who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two year period.
- (e) *Coordination with ESEA.* Funds made available to carry out this section may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

(Approved by the Office of Management and Budget under control number 1820-

0600)

(Authority: 20 U.S.C. 1413(f))

#### **§300.604 Enforcement.**

- (a) *Needs assistance.* If the Secretary determines, for two consecutive years, that a State needs assistance under §300.603(b)(1)(ii) in implementing the requirements of Part B of the Act, the Secretary takes one or more of the following actions:
- (1) Advises the State of available sources of technical assistance that may help the State address the areas in which the State needs assistance, which may include assistance from the Office of Special Education Programs, other offices of the Department of Education, other Federal agencies, technical assistance providers approved by the Secretary, and other federally funded nonprofit agencies, and requires the State to work with appropriate entities. Such technical assistance may include—
    - (i) The provision of advice by experts to address the areas in which the State needs assistance, including explicit plans for addressing the area for concern within a specified period of time;
    - (ii) Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research;
    - (iii) Designating and using distinguished superintendents, principals, special education administrators, special education teachers, and other teachers to provide advice, technical assistance, and support; and
    - (iv) Devising additional approaches to providing technical assistance, such as collaborating with institutions of higher education, educational service agencies, national centers of technical assistance supported under Part D of the Act, and private providers of scientifically based technical assistance.
  - (2) Directs the use of State-level funds under section 611(e) of the Act on the area or areas in which the State needs assistance.
  - (3) Identifies the State as a high-risk grantee and imposes special conditions on the State's grant under Part B of the Act.

#### **§300.704 State-level activities.**

##### **(A) State administration.**

- (1) For the purpose of administering Part B of the Act, including paragraph (c) of this section, section 619 of the Act, and the coordination of activities under Part B of the Act with, and providing technical assistance to, other programs that provide services to children with disabilities—
  - (i) Each State may reserve for each fiscal year not more than the maximum amount the

State was eligible to reserve for State administration under section 611 of the Act for fiscal year 2004 or \$800,000 (adjusted in accordance with paragraph (a)(2) of this section), whichever is greater; and

- (ii) Each outlying area may reserve for each fiscal year not more than five percent of the amount the outlying area receives under §300.701(a) for the fiscal year or \$35,000, whichever is greater.
- (2) For each fiscal year, beginning with fiscal year 2005, the Secretary cumulatively adjusts—
  - (i) The maximum amount the State was eligible to reserve for State administration under section 611 of the Act for fiscal year 2004; and
  - (ii) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.
- (3) Prior to expenditure of funds under paragraph (a) of this section, the State must certify to the Secretary that the arrangements to establish responsibility for services pursuant to section 612(a)(12)(A) of the Act are current.
- (4) Funds reserved under paragraph (a)(1) of this section may be used for the administration of Part C of the Act, if the SEA is the lead agency for the State under that Part.

**(b) *Other State-level activities.***

- (1) States may reserve a portion of their allocations for other State-level activities. The maximum amount that a State may reserve for other State-level activities is as follows:
  - (i) If the amount that the State sets aside for State administration under paragraph (a) of this section is greater than \$850,000 and the State opts to finance a high cost fund under paragraph (c) of this section:
    - (A) For fiscal years 2005 and 2006, 10 percent of the State's allocation under §300.703.
    - (B) For fiscal year 2007 and subsequent fiscal years, an amount equal to 10 percent of the State's allocation for fiscal year 2006 under §300.703 adjusted cumulatively for inflation.
  - (ii) If the amount that the State sets aside for State administration under paragraph (a) of this section is greater than \$850,000 and the State opts not to finance a high cost fund under paragraph (c) of this section—
    - (A) For fiscal years 2005 and 2006, nine percent of the State's allocation under §300.703.

- (B)** For fiscal year 2007 and subsequent fiscal years, an amount equal to nine percent of the State's allocation for fiscal year 2006 adjusted cumulatively for inflation.
- (iii)** If the amount that the State sets aside for State administration under paragraph (a) of this section is less than or equal to \$850,000 and the State opts to finance a high cost fund under paragraph (c) of this section:
  - (A)** For fiscal years 2005 and 2006, 10.5 percent of the State's allocation under §300.703.
  - (B)** For fiscal year 2007 and subsequent fiscal years, an amount equal to 10.5 percent of the State's allocation for fiscal year 2006 under §300.703 adjusted cumulatively for inflation.
- (iv)** If the amount that the State sets aside for State administration under paragraph (a) of this section is equal to or less than \$850,000 and the State opts not to finance a high cost fund under paragraph (c) of this section:
  - (A)** For fiscal years 2005 and 2006, nine and one-half percent of the State's allocation under §300.703.
  - (B)** For fiscal year 2007 and subsequent fiscal years, an amount equal to nine and one-half percent of the State's allocation for fiscal year 2006 under §300.703 adjusted cumulatively for inflation.
- (2)** The adjustment for inflation is the rate of inflation as measured by the percentage of increase, if any, from the preceding fiscal year in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.
- (3)** Some portion of the funds reserved under paragraph (b)(1) of this section must be used to carry out the following activities:
  - (i)** For monitoring, enforcement, and complaint investigation; and
  - (ii)** To establish and implement the mediation process required by section 615(e) of the Act, including providing for the costs of mediators and support personnel;
- (4)** Funds reserved under paragraph (b)(1) of this section also may be used to carry out the following activities:
  - (i)** For support and direct services, including technical assistance, personnel preparation, and professional development and training;
  - (ii)** To support paperwork reduction activities, including expanding the use of technology in the IEP process;
  - (iii)** To assist LEAs in providing positive behavioral interventions and supports and mental health services for children with disabilities;

- (iv) To improve the use of technology in the classroom by children with disabilities to enhance learning;
- (v) To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities;
- (vi) Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities;
- (vii) To assist LEAs in meeting personnel shortages;
- (viii) To support capacity building activities and improve the delivery of services by LEAs to improve results for children with disabilities;
- (ix) Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools;
- (x) To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with sections 1111(b) and 6111 of the ESEA; and
- (xi) To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in section 1116(e) of the ESEA to children with disabilities, in schools or LEAs identified for improvement under section 1116 of the ESEA on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under section 1111(b)(2)(G) of the ESEA.

### **Montana's CSPD Rule**

#### **10.16.3135 COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT**

(1) The Superintendent of Public Instruction shall establish procedures for the development and conduct of a comprehensive system of personnel development. The procedures shall include:

- (a) Analysis of state and local needs for professional development for personnel to serve students with disabilities that includes at a minimum:
  - (i) identification of preservice and professional development training needs to address personnel shortages and requirements for provision of qualified personnel;



(ii) review of the Annual Performance Report results in collaboration with the state Special Education Advisory Panel to identify statewide training needs to improve outcomes for students with disabilities consistent with the State Performance Plan;

(iii) implementation of a statewide needs assessment to identify specific professional development needs of special education and related services personnel conducted at least every third year.

(b) Implementation of a regionalized structure for the implementation of professional development which helps to ensure personnel have the skills and knowledge to improve academic achievement and functional performance of students, and enables personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and where appropriate instruction on the use of adaptive and instructional software.

(c) A detailed structure for personnel planning that focuses on preservice and in-service education needs and that describes procedures for:

(i) acquiring, reviewing, and disseminating to general and special education teachers, paraprofessional personnel (e.g., teacher aides and instructional assistants), administrators, and related service providers significant information about evidence based research practices proven effective through research or demonstration;

(ii) providing technical assistance to local educational agencies, educational cooperatives, state operated programs, and private programs serving state agency placed students with disabilities; and

(iii) identifying state, local, and regional resources which will assist in meeting the state's personnel preparation needs.

(2) The Superintendent of Public Instruction shall appoint a comprehensive system of personnel development council to ensure that public and private institutions of higher education and other agencies and organizations having an interest in the preparation of personnel for the education of students with disabilities have an opportunity to participate fully in the development, review, and annual updating of the state comprehensive system of personnel development. The council shall:

(a) develop a long-range personnel development plan and evaluate effectiveness of state personnel training activities in meeting the plan and make recommendations for in-service, preservice and technical assistance programs on an annual basis;

(b) establish procedures to ensure collaboration and coordination of Office of Public Instruction and local educational agency efforts in the utilization of current technology and training techniques in meeting the personnel development needs and use of appropriate networks, linkages, and databases; and

(c) report on recommendations regarding personnel preparation to the Superintendent of Public Instruction and the State Special Education Advisory Panel.

(History: 20-7-402, MCA; IMP, 20-7-403, MCA; NEW, 1993 MAR p. 1913, Eff. 8/13/93; AMD & TRANS, 2000 MAR p. 1048, Eff. 7/1/00; AMD, 2007 MAR p. 678, Eff. 5/25/07.)

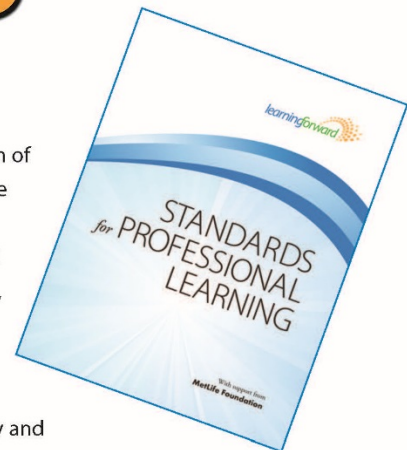
# STANDARDS *for* PROFESSIONAL LEARNING

## Quick reference guide

### About the standards

**T**his is the third version of standards that outline the characteristics of effective professional learning. This edition, drawn from research and based on evidence-based practice, describes a set of expectations for effective professional learning to ensure equity and excellence in educator learning. The standards serve as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning.

As with earlier versions of the standards, including the last revision in 2001, Learning Forward invited representatives from leading education associations and organizations to contribute to the development of the standards. Together, these representatives reviewed research and best practice literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state school board members.



With support from  
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STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
<b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<b>OUTCOMES:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

### Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



## SUGGESTIONS FOR USE

**S**tandards for Professional Learning are designed to set policies and shape practice in professional learning. Improvement is a continuous process without a beginning or end. Because professional learning is at the core of every effort to increase educator effectiveness and results for all students, its quality and effectiveness cannot be left to chance. The standards will guide the efforts of individuals, teams, school and school system staff, public agencies and officials, and nonprofit and for-profit associations or organizations engaged in setting policy, organizing, providing, facilitating, managing, participating in, monitoring, or measuring professional learning to increase educator effectiveness and results for all students.

These standards stimulate dialogue, discussion, and analysis that lead to increased effectiveness in professional learning regardless of the state of current practice. Here are several suggestions for how various types of educators may use the standards to deepen their understanding of effective professional learning and how to strengthen professional learning for all educators. The book *Standards for Professional Learning* (Learning Forward, 2011; see ordering information at right) offers a more comprehensive list.

### INDIVIDUALS CAN:

- Study the standards to develop a foundational knowledge about effective professional learning.
- Use the standards to request improvements in professional learning in which they participate.
- Apply the standards to the planning, design, facilitation, and evaluation of professional learning they lead.

### SCHOOL STAFF CAN:

- Share the standards with external assistance providers who facilitate professional learning with school staff.
- Share the standards with parents, guardians, and community members to foster their support for professional learning as a means to increase student learning.
- Bring the standards into all program implementation or improvement discussions.

### SCHOOL SYSTEM STAFF CAN:

- Post the standards on or link to the standards from the school system's website.
- Use the standards as criteria for evaluating the effectiveness of all professional learning.
- Prepare a resolution that the school trustees adopt the standards as expectations for all professional learning.

## MORE TO COME



Learning Forward, with continuing support from MetLife Foundation, will develop additional tools to support the implementation and evaluation of the standards.

*“Using the standards to shape more effective professional learning will require study, thought, discussion, and planning.”*

— *Standards for Professional Learning*

## ORDER THE STANDARDS TODAY

Have at your fingertips the full text of the standards, including in-depth elaborations for all seven standards, related research citations, a comprehensive introduction, crosswalk between the previous and current versions, and more complete suggestions for use.

**Item #B512**

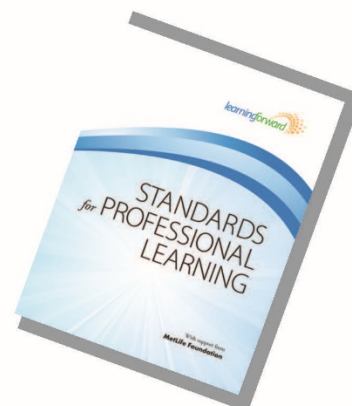
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# MONTANA ACRONYMS AND DEFINITIONS

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“IN A GENTLE WAY, YOU CAN  
SHAKE THE WORLD.”

-MAHATMA GANDHI





Montana  
An Educator and Parent  
Primer on  
Special Education, Early Childhood and Vocational  
Rehabilitation  
Acronyms, Abbreviations,  
and Definitions



Montana Office of Public Education  
2013





Greetings!

And welcome to the world of Special Education, Early Childhood and/or vocational rehabilitation.

As you participate in the special education, early childhood and vocational rehabilitation process, you will encounter unfamiliar language and acronyms. The language is often referred to as "acronyms." It may seem like a foreign language, but it is really just a language of initials. These initials are explained and in some cases defined in this booklet.

Often, during meetings, many of these terms and acronyms are used frequently, and it is assumed that everyone is familiar with the meaning. If you are in a meeting and this occurs, feel free to ask, "what does that term mean?"

This booklet has been designed to provide the common terms/definitions and acronyms and give some definitions of these special education, early childhood and vocational rehabilitation terms.



# Montana & National Acronyms Reference Guide

<u>Acronym</u>	<u>Description</u>
<b>A</b>	
AAA	American Academy of Audiology
AAC	Augmentative & Alternative Communication
ABA	Applied Behavior Analysis
AAP	American Academy of Pediatrics
ABR	Auditory Brainstem Response
ACF	Administration for Children & Families
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AI-ANPB	American Indian-Alaskan Native Program Branch (Head Start)
ALD	Assistive Listening Device
AOTA	American Occupational Therapy Association
APE	Adapted Physical Education
APR	Annual Performance Report
APTA	American Physical Therapy Association
ARD	Admission Review and Dismissal
ARM	Administrative Rules of Montana

ARC	Attachment Self-Regulation & Competency
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language-Hearing Association
ASL	American Sign Language
ASQ	Ages and Stages Questionnaire
ASQ-SE	Ages and Stages Questionnaire –Social Emotional
AT	Assistive Technology
AU	Autism
AUD	Audiology
AVT	Auditory Verbal Training
AVI	Auditory Verbal International
A/V	Auditory Verbal Therapy

## **B**

BAS	Business Administration Scale
BB	Best Beginnings
BBAC	Best Beginnings Advisory Council (Montana)
BD	Behavior Disorders
BIA	Bureau of Indian Affairs
BBER	Bureau of Business & Economic Research (University of MT, Kids Count housed in BBER)
BEST	Bringing Early Success to Providers (Montana Childcare training)
BI/BI	Bilingual-Bicultural
BIE	Bureau of Indian Education
BIP	Behavioral Intervention Plan

BIR Behavior Incident Report

## C

CACFP Child & Adult Care Food Program

CADRE Consortium for Appropriate Dispute Resolution in Special Education

CAP Community Action Program

CAPS Child & Adult Protective Services

CAPTA Child Abuse Prevention and Treatment Act

CAW Childhood Autism Waiver

CCC Certified in Clinical Competence

CCDBG Child Care Development Block Grant (same as CCDF-see below)

CCDF Child Care Development Fund \

CCR&R Child Care Resource & Referral

CCUBS Child Care Under the Big Sky (MT early care & educhild care computer system)

CDA Child Development Associate Credential

CD Cognitive Delay

CDC Center for Disease Control

CDC Child Development Center (Headquartered in Missoula)

CDF Children's Defense Fund

CDBG Community Development Block Grant

CEC Council for Exceptional Children

CELL Center for Early Literacy Learning

CFR Code of Federal Regulations

CHADD Children and Adults with Attention Deficit/Hyperactivity Disorder

CLASS Classroom Assessment Scoring System

CM	Case Management
CMS	Center for Medicare & Medicaid Services
CoP	Community of Practice
COPSSE	Center on Personal Studies in Special Education
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
CQI	Continuous Quality Improvement
CPRC	Community Parent Resource Centers
CSED	Child Support Enforcement Division
CSEFEL	Center on the Social Emotional Foundations of Early Learning
CSHCN	Children with Special Health Care Needs
CSPD	Comprehensive System of Personnel Development
CTF	Children's Trust Fund

## D

DAP	Developmentally Appropriate Practice
DB	Deaf-Blindness
DD	Developmental Disability
DDP	Developmental Disability Program (Montana)
DEAP	Developmental Educational Assistance Program (Montana)
DEC	Division of Early Childhood (Of the CEC)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLL	Dual Language Learners
DHHS	Department of Health and Human Services

DNR	Do Not Resuscitate
DOH	Department of Health
DPH	Due Process Hearing
DPHHS	Department of Public Health and Human Services (Montana)
DPHO	Due Process Hearing Officer
DSM-V	Diagnostic and Statistical Manual V

## E

EC	Early Childhood
ECC	Early Childhood Coalition
ECCS	Early Childhood Comprehensive System
ECE	Early Childhood Education
ECI	Early Childhood Intervention
ECLKC	Early Childhood Learning and Knowledge Center
ECPPD	Early Childhood Partnership for Professional Development (Montana)
EC PSC	Early Childhood Permissive Special Competency(Montana)
ECERS-R	Early Childhood Environmental Rating Scale-Revised
ECP	The Early Childhood Project (Montana State University)
ECO	Early Childhood Outcome Center
ECSB	Early Childhood Services Bureau (DPHHS Montana)
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
EDGAR	Education Department General Administration Regulations
EHDI	Early Hearing Detection & Intervention
EHS	Early Head Start
EI	Early Intervening

EIPA	Education Interpreter Performance Assessment
ELE	Essential Learning Expectation
ELL	English Language Learners
ELLCO	Early Literacy & Language Classroom Observation
ELO	Extra Learning Opportunity
EPSDT	Early Periodic Screening, Diagnosis and Treatment
ER	Evaluation Report
ERIC	Educational Resource Information Center
ERF	Early Reading First
ESEA	Elementary & Secondary Education Act
ESL	English as a Second Language
ESY	Extended School Year

## **F**

FAE	Fetal Alcohol Effect
FAPE	Free Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavior Assessment
FCCERS-R	Family Child Care Environmental Rating Scale- R
FERPA	Family Education Rights and Privacy Act
FFN	Family, Friend and Neighbor Care
FSS	Family Support Specialist
FSSAC	Family Support Service Advisory Council (Montana)
FWP	Fish Wildlife & Parks (Montana)
FY	Fiscal Year

## **G**

GATE	Gifted and Talented Education
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GRPA	Government Performance & Results Act
GS	General Supervision
GSEG	General Supervision Education Grant
GT	Gifted and Talented

## H

HELP	Hawaii Early Learning Profile
HHS	US Department of Health & Human Services
HI	Hearing Impaired
HIPAA	Health Insurance Portability Accountability Act
HMK	Healthy Montana Kids
HRDC	Human Resource Development Council
HSSCO	Head Start State Collaboration Office
HQT	Highly Qualified Teacher

## I

ICC	Interagency Coordinating Council (Montana Part C)
IDEA	Individuals with Disabilities Education Act
IEE	Individual Education Evaluation
IEFA	Indian Education for All
IEP	Individual Education Program
IERS	Institute for Educational Research & Service
IES	Institute of Educational Services
IFSP	Individual Family Service Plan
IHCP	Individualized Health Care Plan
IHE	Institute of Higher Education
IHS	Indian Health Services



IQ	Intelligence Quotient
ISC	Individual Support Coordinator
ITERS-R	Infant/Toddler Envrionnemental Rating Scale-Revised

## L

LA	Lead Agency (Part C)
LAP	Learning Accomplishment Profile
LCP/LCI	Legally Certified Provider/ Legally Certified In-home Provider (Child Care- Montana)
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LICC	Local Interagency Coordinating Council
LRE	Least Restrictive Environment

## M

MAC	Montana Advocates for Children
MAEP	Montana Adaptive Equipment Program
MAEP	Montana Autism Education Project
MBI	Montana Behavior Initiative
MCCR&R	Montana Child Care Resource and Referral Network
MCD	Montana Council on Disabilities
MCDC	Montana Community Development Corporation
MCE	Manual Codes for English
MCEC	Montana Council for Exceptional Children
MCH	Maternal & Child Health
MECAP	Montana Early Childhood Apprenticeship Program
MIECHV	Maternal, Infant, & Early Childhood Home

	Visiting Program
MOU	Memorandum of Understanding
MPRRC	Mountain Plains Regional Resource Center
MSDB	Montana School for the Deaf and Blind
MSHA	Montana Speech & Hearing Association
MSIP	Monitoring & State Improvement Planning of OSEP (Office of Special Education Programs)
MSRP	Montana Striving Readers Project
MSRRC	Mid- South Regional Resource Center
MtAEYC	Montana Association for the Education of Young Children
MtCCA	Montana Child Care Association
MT CTF	Montana Children's Trust Fund
MTHSA	Montana Head Start Association
MTPEL	Montana Partnership for Early Literacy
MT PIRC	Montana Parent Information and Resource Center
MTSS	Multi-Tiered System of Support

## N

NAECS/SDE	National Association of Early Childhood Specialists in State Departments of Education
NAEYC	National Association for the Education of Young Children
NAFCC	National Association of Family Child Care
NASBE	National Association of State Boards of Education
NASDSE	National Association of State Directors of Special Education
NCLB	No Child Left Behind
NCRECE	National Center for Research in Early Childhood Education
NCRRC	North Central Regional Resource Center

NCQTL	National Center on Quality Teaching and Learning (Head Start)
NECTAC	National Early Childhood Technical Assistance Center
NECTC	National Early Childhood Transition Center
NEILS	National Early Childhood Intervention Longitudinal Study
NERRC	Northeast Regional Resource Center
NIMAC	National Instructional Materials Access Center
NHSA	National Head Start Association
NICHCY	National Information Center for Children and Youth with Disabilities
NICU	Neonatal Intensive Care Unit
NIH	National Institute of Health
NPDCI	National Professional Development Center on Inclusion
NPRM	Notice of Proposed Rule Making

## O

OAE	Otoacoustic Emissions
OCR	Office for Civil Rights
ODD	Oppositional Defiant Disorder
OERI	Office of Educational Research and Improvement
OHI	Other Health Impaired
OHS	Office of Head Start
OI	Orthopedic Impairment
O&M	Orientation and Mobility
OMB	Office of Management and Budget
OPA	Office of Public Assistance
OPI	Office of Public Instruction (Montana)

OSEP	Office of Special Education Programs
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy

## **P**

P21	Partnership for 21 <sup>st</sup> Century
P&A	Protection and Advocacy
PACER	Parent Advocacy Coalition for Educational Rights
PART	Program Assessment Rating Tool
Part B	Special Education—School-Aged Children
Part C	Special Education—Birth—Two Years Old
PAS	Program Administration Scale (Child Care Center)
PAT	Parents as Teachers
PBIS	Positive Behavioral Interventions and Supports
PBS	Positive Behavioral Supports
PDD	Pervasive Development Disorders
PDD-NOS	Pervasive Developmental Delay-Not Otherwise Specified
PE	Physical Education
PECS	Picture Exchange Communication System
PEELS	Pre-elementary Education Longitudinal Study
PERPS	Professional Educator Preparation Program Standards
PHI	Personal Health Information
PIR	Program Information Report (Head Start Data)
PL	Public Law (Federal)
PLAAFP	Present Levels of Academic Achievement and Functional Performance

PLUK	Parents Lets Unite for Kids	
Project	Project Responsive Education for All REAL	Learners
PRT	Pivotal Response Training	
PT	Physical Therapist	
PT	Physical Therapy	
PTAC	Parent Technical Assistance Center	
PTI	Parent Training and Information	

## **Q**

QAD	Quality Assurance Division (Montana)
QLC	Quality Life Concepts (Montana)

## **R**

RBEI	Routines-Based Early Intervention
RBI	Research Based Intervention
RDA	Results Driven Accountability
RFP	Request for Proposal
R&R	Resource and Referral (Child Care Resource &Referral)
RRC	Regional Resource Center
RTI	Responsiveness to Intervention

## **S**

SAM	School Administrators of Montana
SEA	State Education Agency (Part B)
SEAP	State Special Education Advisory Panel Section 619 Special Education—3–5 Years Old
SEE	Signing Exact English
SHHH	Self Help for Hard of Hearing People
SI	Sensory Integration
SL	Speech Language

SLP	Speech Language Pathologist
SNAP	Supplemental Nutrition Assistance Program
SOC	Systems of Care
SPDG	State Personnel Development Grant
SPED	Special Education
SPP	State Performance Plan
SRT	Speech Reception Threshold
SSHSI	Safe Schools/Healthy Students Initiative
SSIP	State Systemic Improvement Plan
STO	Short Term Objective

## T

TA	Technical Assistance
TACSEI	Technical Assistance Center on Social Emotional Interventions
TAESE	Center for Technical Assistance for Excellence in Special Education
TANF	Temporary Assistance for Needy Families
TASK-12	Training and Assessment of School Interpreters (K-12)
TC	Total Communication
T/TA	Training and Technical assistance
TBI	Traumatic Brain Injury
TDD/TTY	Telecommunications Device for the Deaf
TOD	Teacher of the Deaf
TQRIS	Tiered Quality Rating Improvement System
TSA	The Sponsor Agency

## U

USDA	United States Department of Agriculture
USDE	United States Department of Education

## **V**

VI	Visual Impairment
VR	Vocational Rehabilitation
VRA	Visual Reinforcement Audiometry

## **W**

WIC	Women, Infants & Children
WEEL	Working for Equality and Economic Liberation

## Common Terms and Definitions

The following are some definitions for some of the foreground concepts in special education.

***Accommodations:*** Special academic and/or behavioral adjustments that assist a student to participate in the general education classroom, also known as supplemental aids and services. Accommodations do not change what is being measured or taught, only the way it is delivered. (See modifications.)

***Adapted Physical Education (APE):*** A component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. It is a related service some children might need in addition to or in place of physical education.

***Adequate Yearly Progress:*** The degree of progress for children in academic areas established by the State Education Agency.

***Advocate:*** An individual who represents or speaks on behalf of another person's interests (as in a parent with his/her child).

***American Sign Language (ASL):*** A method of communicating by using hand signs. Each sign represents either one word or a concept that is typically expressed with several spoken words. For words that do not have a sign, finger spelling is used.

***American Speech-Language-Hearing Association (ASHA):*** The national professional association for speech and language therapists and audiologists.

***Americans with Disabilities Act (ADA):*** A civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communication.

***Annual Performance Report:*** The report that is submitted by each State to the U.S. Department of Education that provides data and information on compliance and results of special education for children with disabilities.

***Aphasia:*** A communication disorder characterized by difficulty with producing language and/or with understanding language.



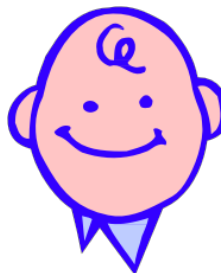
**Assessment:** The gathering of information by qualified personnel on a child's development and on the needs and priorities of the family. This information about the child and family is used in planning the Individual Family Service Plan (IFSP).

**Assistive Technology Device (AT):** Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Public schools are required to consider the assistive technology needs of students with disabilities.

**Attention Deficit Disorder (ADD):** A neurobiological disorder. Typically, children with ADD have developmentally inappropriate behavior, including poor attention skills and impulsivity. These characteristics arise in early childhood, typically before age seven, are chronic, and last at least six months. Children with ADD may also experience difficulty in the areas of social skills and self-esteem.

**Attention Deficit Hyperactivity Disorder (ADHD):** A neurobiological disorder. Typically, children with ADHD have developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. These characteristics arise early in childhood, typically before age seven, are chronic, and last at least six months. Children with ADHD may also experience difficulty in the areas of social skills and self-esteem.

**Autism (AU):** A developmental disability significantly affecting verbal and non-verbal communication and social interaction.



**Autism and Pervasive Developmental Disorder:**

Developmental disabilities that share many of the same characteristics. Usually evident at age three, autism and PDD are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

**Behavioral Assessment (BA):** Gathering (through direct observation and by parent report) and analyzing information about a child's behavior. The information may be used to plan ways to help the child change unwanted behaviors. Observations include when a behavior occurs as well as the frequency and duration of the behavior.

**Behavior Disorders (BD):** A term used by some States for children who exhibit difficulties with social interactions and inappropriate behavior that interferes with learning.

**Behavior Intervention Plan (BIP):** A plan that is put in place to teach a child proper behavior and social skills. It should be positive in nature, not punitive.

**Bureau of Indian Education (BIE):** The government agency that oversees and assists in the educational affairs of the Native Americans. The BIE operates schools in 23 States.

**Cerebral Palsy (CP):** A disorder of movement and posture control resulting from non-progressive damage to the brain during fetal life, the newborn period, or early childhood. Both genetic and acquired factors may be involved. It may be caused by a lack of normal fetal brain development or by injury to the brain. The extent and location of the brain damage determine the type of cerebral palsy and the associated symptoms.

**Certified Occupational Therapist Assistant (COTA):** An individual who has received special training and instruction in the area of occupational therapy.

**Child Find (CF):** A required federal program that requires States to actively locate children, birth to age 21, with developmental disabilities or who are a risk for developmental disabilities. It particularly focuses on children not enrolled in school programs.



**Children and Adults with Attention- Deficit/Hyperactivity Disorder (CHADD):** A national organization that provides information, training and support for individuals interested and/or impacted by ADD/ADHD.

**Cognitive Delay (CD):** A disability where a child's intellectual and adaptive behavior is below average and impacts the child's education.

**Consent:** Written parent permission before initial evaluation and placement in special education

**Council for Exceptional Children (CEC):** The largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

**Comprehensive Educational Evaluation:** The evaluations and observations done by the school staff to find out if the child has a disability and requires special education and related services. The school's multi-disciplinary team is required to do this evaluation and hold a meeting with the parent to discuss the results. A parent may choose to share any evaluation and assessment information done by the child and family agency or by other qualified persons.

**Comprehensive System of Personnel Development (CSPD):** A State or school plan to train and provide technical assistance for school staff and parents.

**Deaf-Blindness (DB):** Concomitant hearing and visual impairments that cause severe communication, developmental, and educational needs.

**Department of Health (DOH):** The government agency whose mission is to promote health and sound health policy, prevent disease and disability, improve health services systems, and ensure that essential public health functions and safety net services are available.



**Developmental Disability (DD):** Any physical or mental condition that begins before the age of 18 years, causes the child to acquire skills at a slower rate than his/her peers, is expected to continue indefinitely, and impairs the child's ability to function in society.

**Diagnostic and Statistical Manual IV (DSM- IV):** The American Psychiatric Association's classification and description of behavioral and emotional disorders.

**Disability:** A substantially limiting physical or mental impairment that affects basic life activities such as hearing, seeing, speaking, walking, caring for oneself, learning, or working.

**Due Process:** A process for resolving a dispute between the family and the child and family service agency related to the delivery of early intervention services. In special education, due process refers to a process for resolving a dispute between the family and the public school related to the identification, evaluation, or placement of a child with disabilities.

**Due Process Hearing:** A legal proceeding, similar to a court proceeding where a hearing officer is presented evidence by disagreeing parties. A verbatim record is taken of the proceedings, and a hearing officer writes a decision that may be appealed to the State education agency, and if desired, to a civil court.

**Due Process Hearing Officer:** The trained and neutral individual who conducts the due process hearing.

**Dyslexia:** A learning disability in which the child has difficulty with reading due to difficulty distinguishing written symbols. For example, transposing letters and words such as reading “top” as “pot.”



**Dyspraxia:** Difficulty with planning and performing coordinated movements although there is no apparent damage to muscles.

**Early Intervening:** A general education responsibility, providing evidence-based strategies for students experiencing academic and behavioral difficulties.

**Early Intervention:** Specialized services provided to infants and toddlers ages birth to three who are at risk for or are showing signs of developmental delay.

**Educational Assistant (Paraeducator) (EA):** A person who provides assistance to students under the supervision of the teacher.

**Emotional Disturbance (ED):** A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance.

A) An inability to learn that cannot be explained by intellectual, sensory, or health factors; B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C) Inappropriate types of behavior or feelings under normal circumstances; D) A tendency to develop general pervasive mood of unhappiness or depression; or E) A tendency to develop physical symptoms or fears associated with personal or school problems.

**Extended School Year (ESY):** The delivery of special education and related services during the summer vacation or other extended periods when school is not in session. The purpose for ESY is to prevent a child with a disability from losing previously learned skills. The IEP team must consider the need

for Extended School Year at each meeting and must describe those services specifically with goals and objectives. Not all special education students require an extended school year. Extended school year services must be individually developed to meet the child's unique needs.

***Family Education Rights and Privacy Act (FERPA):*** A federal law that protects the privacy and transfer of student education records.

***Family Infant Toddler Program (FIT):*** A program that provides early intervention services to help families who have concerns about the development of their young child (birth to three).

***Fidelity:*** The unfailing fulfillment of one's duties and obligations and strict adherence to vows or promises. Fidelity means to implement a program as it was intended; to ensure that all services are delivered correctly (e.g., that a reading program is implemented correctly).

***Free Appropriate Public Education (FAPE):*** An individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit.

***Functional Behaviors:*** Behaviors (basic skills, such as meal-time skills) the child has mastered, or needs to master, in order to get along as independently as possible in society.

***Functional Behavior Assessment (FBA):*** A process that examines why a child behaves the way he or she does given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.



***Gifted & Talented (GT):*** Those students with above average intellectual abilities.

***Head Start:*** A federal program started in 1965 aimed at providing a comprehensive preschool program for children ages three to five from low-income families. Planned activities are designed to address individual needs and to help children attain their potential in growth and mental and physical development before starting school.

**Health Insurance Portability Accountability Act (HIPAA):** Federal law that outlines the confidentiality and protection of medical records.

**Independent Educational Evaluation (IEE):** An evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of the child.

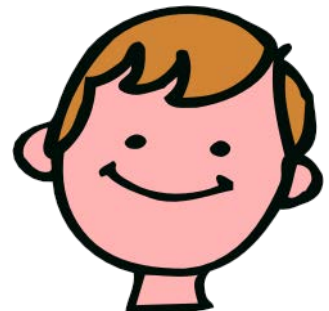
**Individuals with Disabilities Education Act (IDEA):** The federal law that provides the legal authority for early intervention and special educational services for children birth to age 21. Part B outlines services for children ages three to 21. Part C outlines services for children birth to age three.

**Individualized Education Program (IEP):** A written statement of a child's current level of educational performance and an individualized plan of instruction, including the goals, specific services to be received, the staff who will carry out the services, the standards and timelines for evaluating progress, and the amount and degree to which the child will participate with typically developing peers (Inclusion/Least Restrictive Environment). The IEP is developed by the child's parents and the professionals who evaluated the child and/or are providing the services. It is required by the Individuals with Disabilities Education Act (IDEA) for all children eligible for special education.

**Individual Family Service Plan (IFSP):** The written document that defines the early intervention services provided to the child and family. The program is designed to meet the needs of the child and the family, and is based on family-identified priorities.

**Interagency Agreement:** A document signed by authorized representatives of at least two agencies outlining mutually agreed upon responsibilities to perform certain duties under specified conditions.

**Interagency Coordinating Council:** A council established for the purpose of advising and assisting in the development and implementation of quality services for infants and toddlers with disabilities. State councils are required by IDEA.



**Individualized Health Care Plan (IHCP):** A plan developed by the school nurse in collaboration with parents and teachers that outlines specific health care procedures to be provided to a student.



***Intelligence Quotient (IQ):*** The score of an intelligence test that is a form of psychological testing of an individual's capacity to learn and deal effectively with his/her environment.

***Learning Disability (LD):*** A disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language that may manifest itself in an imperfect ability to listen, think, speak, read, write, or spell or to do mathematical calculations.

***Least Restrictive Environment (LRE):*** The placement for children with disabilities that is, to the maximum extent appropriate, including children in public or private institutions or other care facilities, where they are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

***Limited English Proficiency (LEP):*** Children whose primary language is other than English.

***Local Education Agency (LEA):*** The public schools operating in accordance with statutes, regulations, and policies of the State Department of Education.

***Modifications:*** Change or alterations to what is being measured or taught. Modifications create a different standard for children whose disabilities require more intense adjustments. Modifications are also typically included in the IEP. (See accommodations.)

***Music Therapy:*** A therapeutic service to meet recreational or educational goals. Music therapy includes playing instruments, moving to music, singing, and listening to music. It is used in a variety of applications in schools, hospitals, and private settings through both individual and group approaches, often in conjunction with other types of therapy. Both music education and music therapy contribute to special education by promoting learning and self-growth through enjoyable activities.

***National Association of State Directors of Special Education (NASDSE):*** The national organization for State special education directors, which provides support in the delivery of quality education to children and youth with disabilities throughout the country. <http://www.nasdse.org/>

***National Early Childhood and Technical Assistance Center (NECTAC):***

The organization funded by the U.S. Department of Education that provides technical assistance in the area of early childhood special education.

***Natural Environment:*** The natural or everyday settings for your child. These are places where the child would be if they didn't have a special developmental concern. It is where all children would be (for example, home, childcare, parks, etc.).

***Occupational Therapist (OT):*** A professional who provides therapy services based on engagement in meaningful activities of daily life such as self-care skills, education, recreation, work or social interaction.

***Office for Civil Rights (OCR):*** The Office for Civil Rights enforces several federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education.

***Office of Special Education Programs (OSEP):*** Dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing oversight, leadership, and financial support to assist States and local districts. OSEP administers the Individuals with Disabilities Education Act (IDEA).

***Oppositional Defiant Disorder (ODD):*** Children who exhibit defiant and anti-social behaviors over a long period of time and environment.

***Orientation and Mobility (O&M):*** Services provided to the blind or visually impaired by qualified personnel to enable a child to safely move in school and other environments.

***Orthopedic Impairment (OI):*** Any orthopedic impairment that adversely affects a child's educational performance.

***Other Health Impaired (OHI):*** An educational classification that describes students who have chronic or acute health problems that cause limited strength, vitality, or alertness that adversely affects a child's educational performance.

***Pervasive Developmental Disorders (PDD):*** Refers to the overall category of Pervasive Developmental Disorders that includes autism, Rett Syndrome, Asperger's syndrome, PDD-NOS, and Childhood Disintegrative Disorder.



**Part B:** The section of the federal special education regulations that addresses school-aged children with disabilities.



**Part C:** The section of the federal special education regulations that addresses children birth through two years.

**Physical Education (PE):** The area of general education that addresses a student's physical development.

**Physical Therapist (PT):** A professional who is devoted to improving a person's physical abilities through activities that strengthen muscular control and motor coordination.

**Preschool Special Education:** An educational program that is designed to meet the unique developmental needs of an individual child with a disability who is three, four, or five years of age. It is a child-focused educational effort. Sometimes referred to Section 619 of the law.

**Present Levels of Academic Achievement and Functional Performance (PLAFFP):** Statements written in the IEP that accurately describe the student's strengths, weaknesses, and learning styles.

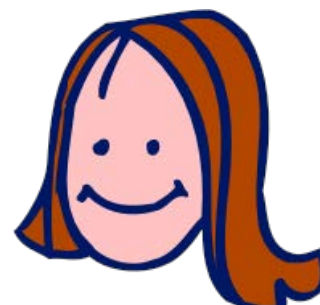
**Prior Written Notice (PWN):** Must inform parents of their rights. It is a form that the school must use to tell parents why they're doing what they're doing or why they're not doing what they're not doing—they must tell parents in writing.

**Protection and Advocacy (P&A):** The Protection and Advocacy System is a private, nonprofit organization that protects and promotes the rights of people with disabilities.

**Parent Technical Assistance Center (PTAC):** The regional center that works to strengthen the connections between State parent centers and the OSEP Technical Assistance and Dissemination Network and fortify partnerships between Parent Centers and education systems at local, State, and national levels.

**Parent Training and Information (PTI):** Each State has a Parent Training and Information center to assist parents of children with disabilities to become more knowledgeable about special education and their child's disability.

**Regional Resource Center (RRC):** Funded by the U.S.



Department of Education, there are six RRCs that provide technical assistance in special education for State Education Agencies.

***Related Services:*** A service that assists a student to benefit from special education. Examples are physical therapy, occupational therapy and school counseling.

***Responsiveness to Intervention (RTI):*** A general education process that provides support for students experiencing academic and behavioral difficulties.

***Screening:*** The process of looking at a child's development to find out if there are any areas of concern. It is used to recommend children for more in-depth evaluation.

***Section 504 Coordinator:*** A school employing 15 or more persons must assign a person to coordinate compliance with Section 504 regulations. It is recommended that all school districts appoint a 504 coordinator. It is recommended that the same individual serve as the Title VI, Title IV, and Americans with Disabilities Coordinator.



***Section 504 of the Rehabilitation Act:*** A federal law that protects the civil rights of individuals with disabilities. This law is closely intertwined with IDEA. Children with disabilities who are not eligible for special education may qualify for accommodations under Section 504 if they meet the 504 eligibility criteria.

***Section 619:*** Authorizing section of Part B of IDEA that requires States to provide preschool services to children with disabilities, ages three to five.

***Self-stimulation:*** Often referred to as stimming, these are abnormal behaviors, such as head banging, watching the fingers wiggle, or rocking side to side, that interfere with the child's ability to "sit still" and pay attention or to participate in meaningful activity.

***Sensory Integration Disorder (SID or SI):*** Also known as Sensory Integration Dysfunction—The inability to process information received through the senses, causing problems with learning, development, and behavior.

**Sensory Integration Treatment (SI):** A technique of occupational therapy that provides playful, meaningful activities that enhance an individual's sensory intake and lead to more adaptive functioning in daily life.

**Short Term Objectives (STO):** Part of a child's IEP that breaks down an annual goal into small measurable steps. Optional except for students taking alternate assessments.

**Special Education:** Specialized instruction tailor- made to fit the unique learning strengths and needs of students with disabilities. A major goal of special education is to teach the skills and knowledge the child needs to be as independent as possible. Special education programs focus on academics and also include therapy and other related services to help the child overcome difficulties in all areas of development. These services may be provided in a variety of educational settings but are required by IDEA to be delivered in the least restrictive environment.

**Specific Learning Disability (SLD):** A disorder that affects the ability to listen, think, speak, read, spell, or do mathematical calculations.

**Speech and Language (SL) Disorders:** Problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

**Speech Language Pathologist (SLP):** A trained therapist who provides treatment to help a person develop or improve articulation, communication skills, and oral-motor skills. Also helps children with speech errors and/or those with difficulties in language patterns.

**State Board of Education:** Determines public school and vocational education policy and manages and directs all public schools under provisions of applicable laws.

**State Department of Education:** Oversees all aspects of education in the State.

**State Education Agency (SEA):** The State Board of Education or other agency responsible for the State supervision of public elementary and secondary schools.



**State Performance Plan (SPP):** The Individuals with Disabilities Education Act (IDEA) of 2004 requires States to develop a six-year performance plan. This plan (SPP) evaluates the efforts to implement IDEA and describes measurable plans for continuous improvement. OSEP has identified indicators to be included in the SPP and requires States to report progress on targets set by federal and State law to determine compliance.

**State Personnel Development Grant (SPDG):**

A competitive grant offered by the U.S. Department of Education to States. The purpose is to improve special education services in the State.

**State Special Education Advisory Panel (SEAP):** An advisory panel required by federal law in each State for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

**Tactile Defensiveness:** An abnormal sensitivity to touch indicated by avoidance or rejection of touching and handling. The child who has tactile defensiveness may resist touching or being touched by something that is wet, that is an unusual texture, or that is an unfamiliar temperature or pressure.

**Telecommunications Device for the Deaf (TDD/TTY):** An assistive technology device attached to a telephone to enable individuals who are deaf to communicate with others.

**Therapy:** A treatment for certain physical or psychological conditions. The most common forms of therapy provided through early intervention and special education include occupational therapy, physical therapy, and speech/ language therapy.

**Transition:** The movement from one service, location, or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

**Transportation:** A related service. If it is determined that the child needs this service to benefit from their education, the school district must provide the transportation, contract with another agency, or contract with the parents

to bring their child to school. Transportation could mean round trip, home to school and school to home, services.

***Traumatic Brain Injury (TBI):*** Physical damage to the brain that could result in physical, behavioral, or mental change depending on which area of the brain is injured. TBI could impact a student's education; special education services might be needed.

***United States Department of Education (USDE):*** Provides guidance, fiscal support, and technical assistance to the States.

***Visual Impairment (VI):*** An impairment in vision that, even with correction, adversely affects a child's educational performance.

***Vocational Rehabilitation (VR):*** A program of rehabilitation through job training focusing on the participant moving toward gainful employment.

## NOTES

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## New Acronyms Since 2001

**APR:** Annual Performance Report

**COP:** Communities of Practice

**CSI:** Center for Systemic Improvement

**DSM V:** Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> edition)

**HQT:** Highly Qualified Teachers

**MOE:** Maintenance of Effort

**MTSS:** Multi-Tiered System of Supports

**RDA:** Results Driven Accountability

**RTI:** Response to Intervention

**SIMR:** State Identified Measurable Result

**SPP:** State Performance Plan

**SSIP:** State Systemic Improvement Plan

Do these new issues impact  
the current Montana CSPD  
Vision and Mission?



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